

Childhood Education

The Magazine
for Teachers
of Children

To Stimulate Thinking
Rather Than
Advocate Fixed Practice

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Next Month—

Five major articles will develop the theme for next month's issue—"Motivations for Learning and Behaving."

Ruth Cunningham, Elizabeth Mechem Fuller, Ernest Hilgard, and Nevitt Sanford are the authors of "Goals or Goals?", "How Do the Children Feel About It?" "Aspirations After Learning," and "Dominance Versus Autocracy and the Democratic Character."

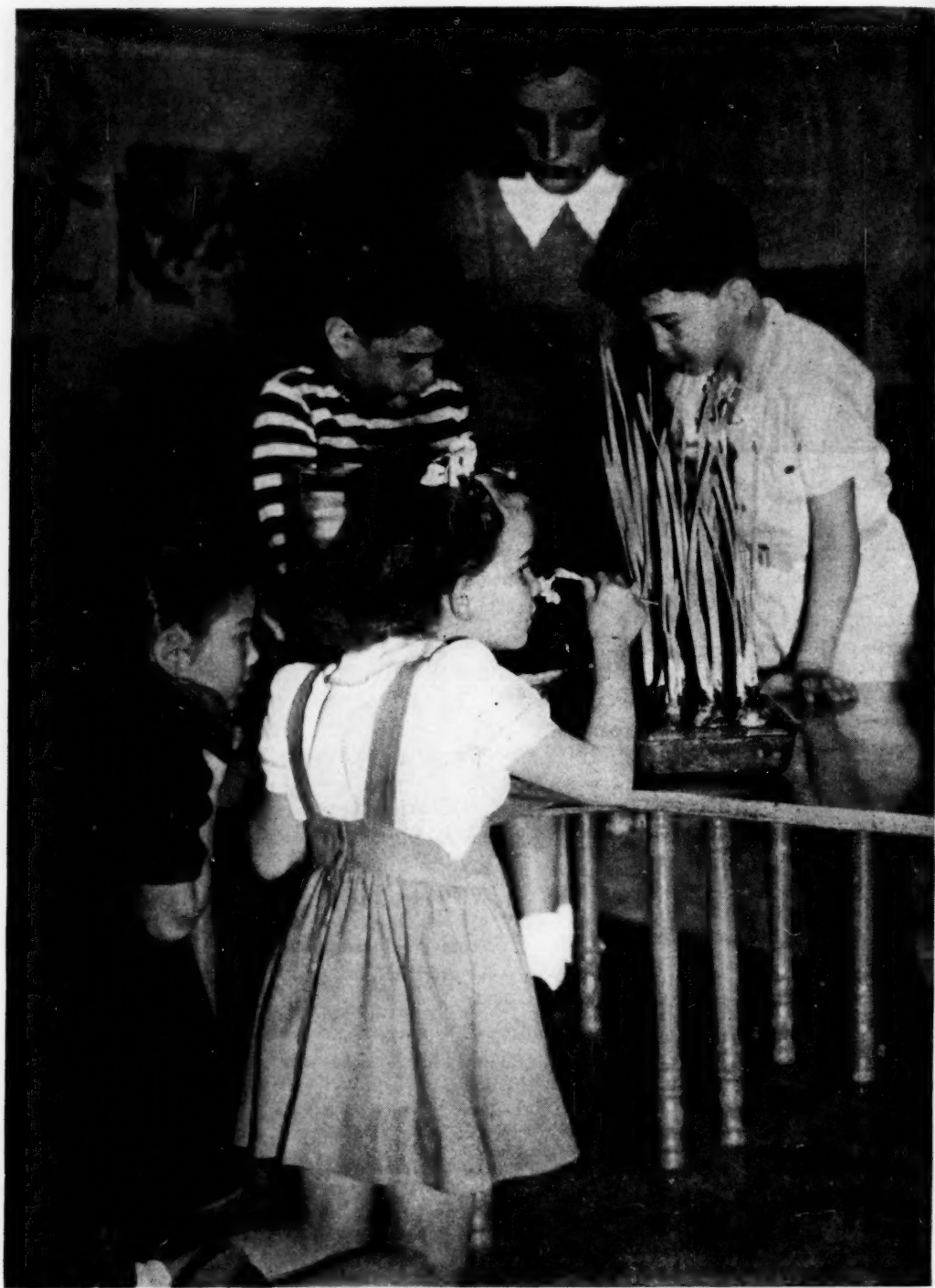
"Let's Put Promotion in Its Place," by Ruth Oaks, deals with an administrative problem germane to children's learning and behaving. Descriptions of motivating factors at work in children's school experiences will give practical illustrations of why and how they learn and behave as they do.

News and reviews will complete the issue.

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State Teachers College, West Chester, Pa.

Let them find their soil for growth

Acting On What We Know

WHAT DO WE KNOW ABOUT CHILDREN? HOW MUCH SHOULD we know? Shall we ever know enough? Can we justify our attempts to probe beneath surfaces and interpret externals?

Our justification for trying to find out about children stands or falls on our motivation for doing so and on the use we make of our findings. We can find out about children to control them, to make them conform, to exact obedience, to use them for our own purposes. Or, we can find out about children to free them for growth, to find themselves and to develop and give of their talents.

We have been slow and fumbling in our efforts to find out about children. We seem to be taking a long time to put into practice what we already know about them. Some of it is unpalatable stuff—too light in its specificity or too heavy with the weight of its own importance. Meanwhile children are children—active, curious, experimenting human beings about whom too little is known and for whom much more needs to be done.

What would happen if at school we took seriously one thing we know about children—their need to be active? Would we seat them for long periods at desks screwed to the floor? Would we always have recess at ten-thirty? Would their daily chores be those of memorization and drill?

But, we say, if we did not make them stay put and keep quiet, the schoolroom would be a bedlam. Yes, it might be and often is, but it need not remain so. The children do not like it any better than we do. Every child likes to be quiet, to be by himself part of the time, to make his own plans and to carry them out. And so do groups of children. But as individuals and as groups all of us must learn how to achieve comfortable busyness. It is in the learning how that we need teachers.

It is possible to work with children at school, even forty or fifty of them in one room, without denying them this need to be active, and at the same time accomplish without chaos. Many teachers are proving that it can be done, and so are the children.

THERE ARE OTHER NEEDS OF CHILDREN about which we know and upon which we must act if we would teach them well. There are the needs of the mind—the need to learn, the need to know, the need to experiment and investigate. A school equipped with books, paper and pencils alone cannot possibly meet these needs. Learning and knowing and experimenting demand materials that stimulate the senses.

How often during the school day do children have opportunities to feel things of different textures, forms and compositions? How

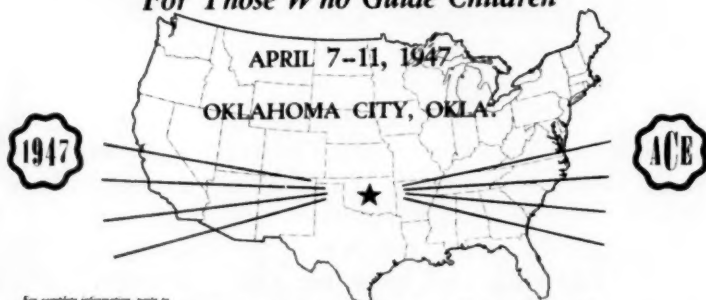
often are their noses stimulated with the smell of applesauce they are making, of wood they are sawing, of paint they are using? To what have they listened today—the sound of violins interpreting Brahms, the rhythm of words in poem or song, the call of the quail as he decoys a danger? At what have they looked—the silhouette of trees, the color of sky, the motion of tentacle and wing? Of what have they tasted in good food and fun? How do they feel about people and places and things? What do they think, and why?

Here we come to the least understood and most subtle need of all—the need to be themselves, to express their thoughts and to release their feelings. It is in meeting this need that the school has done so little. The reason is due, perhaps, to the little we really know about children as people and about ourselves as human beings. It has seemed so much more important to develop skills in children, to teach them certain prescribed facts without too much attention to what was happening to them as they learned. We have not taken time to find out what the children feel or think, what their understandings and concepts are, what they, too, want as they learn and grow.

IN WHAT KIND OF ENVIRONMENT WILL children reveal themselves and through what kinds of materials and forms of expression? How can we at school make this environment possible and at the same time help children to live realistically in a world that once again must find itself? Like the blitz flowers of London, the children will find their soil for growth if we their teachers act upon what we already know about them and persist in our efforts to know more.—F. M.

STUDY CONFERENCE

For Those Who Guide Children



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The ASSOCIATION for CHILDHOOD EDUCATION

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Cultural Factors in the Development of Children

We know too little about our children and what has been happening to them in a culture we call democratic and humanistic. From a child's-eye view, Mrs. Murphy, professor of child psychology, Sarah Lawrence College, Bronxville, New York, describes what has been happening to children, points out the cultural forces responsible, and indicates the probable effects upon the development of some of the children.

IT IS AMUSING or shocking, as one chooses to take it, that so few records exist of the development of children in our own culture. Margaret Mead has made careful records of the development of children in the South Seas. Wayne Dennis has studied Indian groups. Dubois and Henry have studied other primitive groups.

It will not be easy to make generalizations when the studies eventually appear. Our culture is so complex and variable from one end of the country to another that observations about children in Leadville, Colorado, might not apply to children in Middletown, Indiana. Nor would the experience of children in Pittsburgh society families overlap with that of children of Iowa farmers.

Even in one more or less homogeneous area such as we might find in the suburbs of any large city there are enormous differences in belief, personalities and behavior of parents. Variability is in itself one of the characteristics of the culture whose effect on the children must be taken into account. We shall discuss it later.

Waited For and Wanted

Now, having admitted that the reader has very good reason to question and

object to any of the statements that follow, we shall sketch what has been happening to a considerable number of children in our culture, if not to all our children. Whatever age group we are most interested in, we may find it stimulating to look at the current crop of children as a whole, including those who were born in the early thirties and are now adolescents.

The depression years often meant waiting some time before producing a child. When a couple had waited two to five years, a baby came as a great achievement into an atmosphere of excitement and high anticipation. Parents generally knew they would not have many children—two or at best three. The first child was terribly important, as well as an exciting achievement. Everything had to be done just right. We were completely in the hands of the obstetrician and the pediatrician; if they said we didn't have enough milk we gave up nursing the baby. If the baby was bottle fed we gave him his bottle on the dot, not ten minutes before or after six, ten, two, six and ten o'clock. The nurse in the hospital taught us to ignore the baby's crying so as not to spoil him. Another nurse came home with the baby and started toilet training almost as soon as

she got him home. The pediatrician told us that if the baby didn't have a bowel movement every day we should use a suppository. The dark shadow of John B. Watson reminded us not to be affectionate with the baby lest we spoil him.

Some babies didn't survive all this very well. They became problems later on because of too much rigidity, too much fussing and anxiety on the part of mothers. The children themselves became anxious, tense, rigid, dependent upon routine.

But many children survived. They were adored. Their fathers bounced them and jounced them. Their grandmothers talked baby talk to them. Even their conscientious mothers played and laughed with them and did lots of things that John B. Watson wouldn't have approved but hadn't thought to warn against. Their mothers read Gesell and bragged about their babies. Every time the baby learned a new accomplishment—sitting, standing, walking—the other mothers heard about it at the A & P. The baby came into a baby-worshipping world; it was good for his ego and he thrived on it. He was the best, most wonderful baby and he developed a reputation that he had to live up to for the rest of his life. With all the admiration and appreciation a lot of these little bouncers got it is no wonder they thought the world was their oyster.

No and the Nuisance of Adults

To become two years old was often something of a letdown. After watching the grownups rushing around, opening drawers, putting things on tables, taking them off, you naturally wanted to get into action yourself, and as soon as your legs could take you

around you began. But these incomprehensible grownups who praised you and adored you as long as you stayed in your playpen or highchair or crib made a terrible fuss, said nothing but "no" when you started to do the same things they had been doing all along. If you had any guts you yelled and they called you a brat. If you were shy and easily intimidated, perhaps you gave up and learned too quickly not to try to satisfy those into-onto-under impulses that were so tantalizing. In either case, at the age of three if you were an active child you reached the peak of what the psychologists called negativism—their word for not doing just what the grownups wanted you to.

If you were lucky enough to have a yard to play in or a nursery school to go to, you satisfied those exploring, manipulating, pounding, creating impulses in safe ways that bothered nobody. You learned to run, jump, hang by your heels, and generally use your muscles as well as your hands, your eyes and your ears.

By the age of four you had enough knowledge of the world right around you and enough physical skills so that you could begin to think: Where did I come from? Why are boys different from girls? What does "dead" mean? Why do the grownups boss everything? And you got strange, exciting new ideas: It was fun to pretend that maybe you could get rid of the grownups—you might shoot them dead or chop their heads off or throw them in the sewer. You yelled "stinky" at them and puzzled them if you did not shock them. But all the time you knew in your heart that the jig was up and that the grownups had the upper hand and would have for a good long time.

By the time you were five it wasn't so bad. You could get around more, go to your friends' houses. You didn't have to stay at home all the time. By the time you were six or seven you could let off steam with the other kids on the way back and forth from school—"nasty old meany today"; "did you see her get purple in the face that time"; "gee, my mom nearly killed me when I spilled that ink on the rug."

Besides, there were so many exciting things to do and find out about. You had to learn how to play real games like hide-and-go-seek. You began to play baseball. You watched the derricks and trucks around a lot where they were getting ready for a new building. You began to get some idea of what reading meant.

Life Becomes Tough and Terrific

By the time you were in the third or fourth grade things began to get a little tough. If you couldn't read yet you were a dumbbell. If you didn't like football and rough games you were a sissy. Your mother nagged you about your table manners and the dirt behind your ears. You were beginning again to wish that you could just get rid of the grownups for good. You did the next best thing and ignored them as much as possible.

But from then on you fought for recognition from the other kids. It was hard at times. At home even if the grownups were a nuisance you felt that you came first with your own mother. At school you wanted everybody to like you but somehow only a few seemed to—you were tasting the flavor of a competitive world.

About ten, strange things began to happen. Some of the kids suddenly stretched out and got big very fast;

others stayed little. By the time you were twelve or thirteen the applecart was all upset. If you had been a popular girl at ten because of your athletic legs and prowess in baseball and basketball, at thirteen you were left out. That skinny little Susie who had been nothing at all at ten had suddenly blossomed into curves that seemed irresistibly attractive to the boys. And any girl the boys liked was sought by the other girls.

You were awkward and spilled things all the time. You kept growing out of your clothes and looking gawky. You wished for all you were worth that you could skip a few years and be sixteen. Naturally you wanted to try out different hairdos and lipstick and your mother had a fit when she didn't like the way you looked.

You could stand the grownups being bossy when you were little, but gee, you were big enough now to give mother the spanking. You just wished she'd mind her own business and stop nagging all the time. Besides, she has the dumbest ideas about what time you should get in at night. Everybody fools around at the drugstore after the movie and you don't want to be the first one to start home. Besides, she needn't look over every boy that calls for you as if he were a rattlesnake. She and Dad might at least be nice. And grades at school: they act as if marks were the most important thing in the world. What if they did get A's in their day? Do we have to live up to them all the time? Why can't we be ourselves?

This is the normal picture. Did the fact that we loved them pull them through? This is a rough sketch—a child's-eye view of what has been happening in the last fifteen years. We could summarize it then like this:

One-third to one-half of our middle-class and upper-class children grow up in stable families in communities where they feel at home because they have been there and because they have gone to Sunday school and lived the life of the culture. Their parents may have made lots of mistakes—most of us do. They may have followed the Watson and fancy pediatrician school, which meant too much rigid toilet training and feeding and too little spontaneous affection. But the children have generally survived because they were terribly wanted and because their parents had too much sense to act in a Watsonian way outside of toilet training time.

The Broken Home. But there is another half, even among comfortable middle-class children. The other half has grown up in families which have moved so often that the child never gets a chance to sink in deep roots, to feel at home; or where divorce or family strain has created a tense atmosphere which made the child feel insecure; or where prolonged illness or death of one parent broke up the home for a time; or where the family had no community life, no contact with Sunday school or church, little or no social life in the community; or where for some reason the parents didn't have ordinary sense about children's needs and the child was excessively constrained—kept in playpens or cribs too long, tied to a tree in the yard so that normal exploring activity was impossible.

In communities that have been thoroughly studied we find that at one time or another these children will have such serious difficulties that we wonder whether they will ever get over them without professional help. Some will but some will not.

Of approximately one hundred thirty children who attended the Sarah Lawrence nursery school between 1937 and 1942, twenty per cent had experienced a broken home before the age of five. This includes families broken by divorce, by death of one parent, by prolonged illness such as a nervous breakdown or tuberculosis involving long absence of a parent from home.

Estimates based on case studies of Sarah Lawrence college students suggest that a minority of children today arrive at the age of eighteen without some such major break in the family. When we consider the divorce rate which ranges from one in six to nearly fifty per cent in different areas, and the rate of mental illness (one adult in twenty is said to spend some time in a mental hospital in his life), we can see how unreal our usual concept of normal family experience actually is.

Sometimes these situations are handled very wisely and skillfully and do not affect a child very much. One young mother whose husband was ill with tuberculosis for over two years supported him and her child and kept such a steady balance that the child showed no strain at all. It is nearly always harder for a father to keep things going in this way when a mother is ill and out of the home. In each instance where a child under three was deprived of his mother because of tuberculosis or a nervous breakdown severe anxiety or withdrawal or resentment was reflected in the child.

The effects of divorce on the child depend of course on the way in which strain and conflict have been handled before the divorce and the kind of agreement that is worked out between the parents. Where a parent has been increasingly away from home and the

child has not been exposed to overt conflict and the mother is unusually stable, a divorce may simply be a final step recognizing the lack of relationship between the parents. The divorce experience itself may not then be traumatic to the child. However, when the parents have become disorganized, confused, bitter, openly hostile and combative, the stormy atmosphere generally creates great insecurity in the child and the divorce confirms his fears. If in addition the divorce is handled badly the child may continue under impossible strains indefinitely. For instance, one child was required to spend six months with each parent, in each case using only the clothes, toys and other possessions which that parent provided. His life was completely split.

In instances where a child has a strong attachment to the father or is closer to the father than to the mother the current custom of granting custody to the mother may be most disturbing to the child. When a father leaves the family at the time a boy should be cutting his mother's apron strings and developing a definite picture of himself as a male—age three to six—this transition may be hard or impossible.

During the war prolonged absences of fathers were also difficult for young children, particularly for the boys for this same reason. Boys from three to ten need a father not only as a male figure with whom to identify but also as a companion who helps them to learn the masculine skills without which a young boy is at the mercy of other young primitive males.

Even when the results have not been so concrete and specific as this, absence of fathers for prolonged periods during wartime often meant anxiety and tension to the mothers who sometimes

were not able to give their infants and young children the spontaneous companionship and steady security they needed. Some of these children will be arriving at school during the next three years, still reflecting in scattered, unfocused, aggressive, withdrawn behavior, the shocking beginnings they had during the war years.

Moving to one place after another, so common during the war, also meant different things to different children. Sometimes it was fun but some children found it very hard to be transplanted from one place, one group to another before they had had time to sink in sturdy roots where they were. One almost four-year-old girl who had been moved every six to eight months during the four years following Pearl Harbor was observed while drawing. As she drew what looked like jagged lines and angles she was heard mumbling, "First we go this way, then we go that way, then we go this way." Her zigzag drawing was a distillation of her actual experience during the war.

All this moving accentuates one aspect of the child's experience very common in cities and metropolitan areas, if not in rural groups: the fact that different families have such different standards. "My mother won't let me play with guns but Billy's mother in the next block says it's all right for him to play with guns." "My mother makes me take a nap but Jane doesn't have to take a nap at her house." "My mother never spansks me but Jack's mother's no sissy. She gives him a good wallop and he doesn't mind."

No matter what decision parents make for the welfare of their children it is bound to be counteracted in part by the fact that the family next door is likely to make the opposite decision.

The Marks of Success. At both the elementary and high school levels several factors seem to have contributed to increased pressure for success in academic work. In the background are the insecurities of the depression. In the foreground, the lack of room in colleges for all the people who now want to go, and for some farsighted ones the haunting fear of another depression. These things merely aggravate the persistent pressures in our competitive society which make some children feel inadequate unless they are "in the popular group," "at the top of the class," "good at sports," or have some other special claim to distinction.

House Beautiful Standards of Living. Commercial forces of various kinds in this generation — radios, mail-order catalogues, movies — have probably contributed to the decreasing individuality of life in different geographical areas or even class groups. Standards of "good taste" are increasingly coercive at all levels and all ages and in all aspects of life. Even the yard around a six-thousand-dollar home reflects the influence of the landscape gardening pattern and the rooms inside the same little house reflect the pressures for interior decoration. Gadgets are not confined to the kitchen; they fill the baby's room with playpen, kiddy-koop, fancy high chair, table combinations designed to keep the child safe but also effectively preventing the exploratory activity which a little child needs. Thus activity is limited both indoors and outdoors wherever we find a home which has sold out to the need to meet magazine cover standards.

The decreasing size of families, which means that we seldom now see a home in which children outnumber the grownups, has helped make it possible

for grownups to maintain the artificial standards of appearance. It is only a home in which grownups outnumber children that finds it possible to put appearances first. Where grownups outnumber children the results are also apparent in the way the child works, talks and acts generally. He is more apt to be a carbon copy—a little adult—instead of the romping, happy-go-lucky, puppy-like creature that the child between three and ten generally is when he lives in a child culture.

We have gone into some detail on these points in order to show that whatever the good intentions and devotion of particular parents they have to operate within patterns so widespread and general that they do not always have much control over them. Undoubtedly groups of parents could be much more effective than individual parents. Wherever groups of parents can come to an agreement about standards for children in the neighborhood and ways of meeting the children's needs for exploratory and creative play, the life of the children will have a chance of being both freer and more consistent.

As for teachers, it is apparent that our concept of "normal" will have to be revised. It is normal, as a result of unstable economic conditions and war, for children to be exposed to much frustration, change, instability in people and routines. We shall have to consider it normal for young elementary school children to need affectionate contact with a teacher, to need satisfactions and fun in school to help build confidence in life, to need help in resolving the fears and antagonisms often accumulated as a result of the constraints, inconsistencies and frustrations we have noted.

The Sound of a Door That Is Opened

Or Life in a Presbyterian Manse might well be the subtitle of this article by Mrs. Luchs, who serves home, school, church and community as the wife of a minister and mother of four chosen children. Mrs. Luchs who lives in Athens, Ohio, tells how the environment in which these children live contributes to their growth and development, and shares with us the kind of people they are.

THE MANSE IS A BIG OLD RED BRICK house on College Street in a university town. When four children—aged four, five, six and seven—moved in they were delighted with it, particularly its long stairway with a curve just made for children to slide down!

They and we—their adopted parents—remember the day they came. It was a cold, rainy October day three years ago. The children set to work immediately with the tinker toys and building blocks which they found in their rooms. Next they ate vigorously and all talked at once. (They hadn't been permitted to talk during mealtime at the Home.) Then we made a huge pumpkin face, put a candle in it and watched it glare at us from the window.

Finally daddy, who had always had a dream of sitting by the fire, everybody well fed and relaxed, listening to father read a story, discovered that the dream didn't materialize. These children didn't know the joy of stories and they were far too overstimulated to sit down, even after supper.

Three years later, we all look back and remember many happy and funny occasions. For the environment has changed the children and the children have changed the environment!

Just now they are coming in from swimming. Margaret has discovered the new *Jack and Jill* and has already persuaded someone to read it to her. Mark is finishing his piano practicing so that he may go to the band concert under the elms at seven-thirty. Michael is feeding his hamsters and getting them ready for the night. Lewis is taking a hand with the fruit and vegetables for dinner. He will see that there is an interesting centerpiece on the table, too.

Most of us are unaware of the little things in the environment which make a difference. None of the children could tell time when they came to the Manse. This morning the six-year-old observed that the practice clock, the kitchen clock, and daddy's watch did not register the same time. She dialed the telephone for the correct time and set all the clocks alike. The ability to tell time, the knowledge of how to get the correct time, and the sense of responsibility to compel action when needed are all effects of family environment.

Each Child Is Different

Each child is a unique individual. Michael is a scientist. Recently he spent two weeks with his grandmother on a farm in Pennsylvania. A book about

frogs and toads went along in his pocket. When he returned home he had two interesting rocks, a small jar of sand, a turtle, and stories of the myriads of fish, toads and frogs he had caught and observed. Yesterday he thought he was doing his neighbor a favor. He had found a beautiful little garter snake which he brought home and turned loose on her hillside. Unfortunately, she didn't care for snakes! Yesterday, also, he and I were driving along through a flooded territory and he began to sing one of his original songs:

O, Mister River,
You've gone over the cabbages, and over the
tomatoes,
You've gone over the corn, and over the ground.
O, Mister Water, O, Mister River,
O, Mister River, won't you go down?

Luckily, Michael goes to an experimental school where the teachers are convinced, as he is, that it is more important to observe how a bird builds a nest than it is to be on time for school on a certain morning. While he was making a collection of moths his teacher encouraged him to go to the university professors for help.

Lewis is the artist. One of his oil paintings hung in daddy's study until it was borrowed for the living room of a friend. His block print tablecloth and napkins are a prized possession of the family. He has made a pottery pitcher and a cream pitcher and a sugar bowl to go with it. (He is practicing now—a part of Beethoven's Fifth Symphony.) His dreams of career swing from artist, to architect, to interior decorator. He finds delight in arranging the altar in the children's room for evening prayers. Of course, he mows the lawn, works in the garden, plays

ball, rides his bicycle, and is a good cub scout. But it is in encouraging his particular talents and special interests that the university and experimental school have been a strong environmental influence. When he first came he used a hammer and saw and other tools from morning until night. He created everything from a doghouse to a walnut filing box for daddy's study. Next he tried writing stories and poems and binding them into little books. But the sustained interest has been in creating with color and clay.

Margaret is interested in clothes and music and hopes to be the conductor of an orchestra. She spends much of her free time with her player and records. She loves to dance. Her last school report says:

Margaret has a beautiful singing voice. She is creative in her rhythmic responses both to music and poetry. She is free and easy in her bodily movements. She enjoys listening to recordings. We have been grateful for the many fine records Margaret has brought for our enjoyment.

Mark is all boy. With his usual good nature he has just volunteered to get on his bike and go for Michael's forgotten glasses, when he has finished reading *True Comics*. I have never heard him make any comment as to his plans for the future and interrupted his reading to ask, "Mark, what are you going to be when you grow up?"

"Looks like I'll be a delivery boy," he responds casually.

However, the director of his department at the church school tells me that he will be a public relations man. According to her he has more ideas for group activities and how to carry them out than any child she has ever known. He is responsible for meeting guests at the door and for arranging the worship

center for his department each Sunday morning. A progressive church school provides opportunities for creative dramatics and musical experiences in a junior choir — well-directed projects which are shared with the community.

Family Living Brings Changes

Many of the changes in the children's personalities have come out of the family living. One of our traditions is that the children take turns in inviting the Sunday dinner guests. The child who has the opportunity to invite the guests has the corresponding responsibilities of creating the centerpiece, setting the table, meeting the guests at the door, seating the guests, and keeping the conversation going.

One of the delights of the children is to plan a concert for their friends. Dinner guests are occasionally curious to discover Margaret or one of the boys scurrying around with a pencil and a bit of paper and mysteriously whispering to the other children. Recently we were all amused when Margaret announced, "And I'm going to *renounce* the concert." The concerts are spur-of-the-moment affairs but no friend of the family has as yet rebelled at listening to one.

Each child takes pride and joy in the vast yard. The two older boys keep it mowed. Lewis has a beautiful row of double day lilies along the south side of the house. Michael keeps the border filled with flowers all summer. Mark has a small back-yard garden to supply flowers for the table and the parsley of which he is so very fond. Margaret, who is the soul of order, keeps the porch

furniture and lawn chairs properly arranged.

One section of the back yard is minus grass. That is the section where daddy and the boys indulge in the after-dinner ball game each evening. If it is a very warm evening the meal may be carried out to the grape arbor or under the elm trees. The boys are good cooks, thanks to a school which believes in a hot lunch program and cooking experiences for both boys and girls. They can produce muffins, scrambled eggs, a lima bean casserole or soy nut bread to add to an out-of-door supper menu. (I remember vividly the day that Margaret first saw breakfast eggs in the pan and asked excitedly, "Are they peaches?")

But life in a Manse can be frustrating! Recently a missionary was a guest for several days. He and the boys had a great time at meals exchanging moron stories. He asked Mark, "Did I tell you the one about the broken pencil?" When Mark responded in the negative, he answered, "There was no point to it." I observed that Mark's courteous smile was not one of comprehension.

Next day the moron stories were again in order. The guest inquired, "Did I tell you the one about the broken pencil?"

Mark answered, "Sure! There was no lead in it."

The family laughter didn't amuse Lewis. He muttered in exasperation, "That's the way it is with all the jokes around this Manse. You never can tell them to kids; they don't get the point. The only people who enjoy the jokes I know are teachers!"

Behavior as an Index of Children's Needs

There is a definite relationship between satisfaction and behavior and the primary concern of teachers and parents should be to understand and satisfy the needs in the lives of children. What some of these needs are and how they were met for several children are described by Miss Roberts of the Rochester Child Health Project, Rochester, Minnesota.

HUMAN NEEDS ARE SIMILAR THE world over, but the manner in which they are satisfied varies in different cultures. A human being needs to satisfy sensations of hunger and thirst, to eliminate waste, to sleep, to carry on bodily activity and, in varying degrees, to satisfy sexual impulses. Besides these physical needs, there are psychological needs which any person concerned with the guidance of children must understand. Security or a sense of belonging, recognition and love are the trio of needs usually discussed. In fact, there has been so much discussion of them that almost anybody can glibly state them. Yet merely stating them is not enough.

The primary concern of teachers and parents should be to understand and satisfy these needs in the life of a child. Who is to be satisfied—the child or the adult?

The answer is both. I believe that almost all parents and teachers want intellectually to be successful in their guidance of children but I believe that too high a percentage of them fail to reach their goal. Why? First of all, human behavior is complex and there is still a great deal we do not know about causation. Second, a large number of adults has never had any educa-

tion for understanding human relationships or any guidance in putting knowledge into practice. Third, there is a tendency toward repetition of pattern from generation to generation. Fourth, many people have never learned to think in such a way that problems are solved, especially relationship problems. Instead they are evaded. Fifth, people tend to solve relationship problems on an emotional rather than on a logical basis. Sixth, some adults tend to satisfy their own needs to the exclusion of the needs of children.

Factors Productive of Adjustment

It is significant that in important centers in different parts of the United States specialists are making progress in the psychological as well as the physical care of children. In the Rochester Child Health Project Dr. C. Anderson Aldrich and his associates have shown what happens when crying in newborn infants is listened to with understanding ears. If crying is considered as an expression of a baby's need for some kind of care and the cause of the crying is eliminated, these investigators found that they could reduce the amount of crying significantly.

The philosophy of the Project, based on knowledge of the growth and de-

velopment of children, is that if children's needs are satisfied, problem behavior tends to be reduced to a minimum. Parents are helped to understand the meaning of crying, temper tantrums, desire for activity, negativism, fighting, biting, shyness, thumb-sucking and so on. During the period of infancy they are instructed to watch the baby's rhythms and his patterns of growth and to satisfy his needs accordingly. Babies, fed when hungry, cuddled, fondled, rocked, sung to, allowed to sleep when sleepy, allowed to establish control of elimination according to their own particular pattern and rate, babies who are enjoyed and wanted, babies who are responded to with approval—these babies are likely to be happy, healthy, responsive and satisfying to others, primarily because they are satisfied babies. Problems relating to eating, sleeping, and eliminating are at a minimum.

It is gratifying to see this kind of result in a high percentage of babies in a community and to learn that a positive approach based on knowledge of human needs tends to bring good results. Too much of our research has been on problem children who have lacked satisfaction in their lives. It is indeed good that more and more attention is being paid to the study of factors productive of adjustment rather than of maladjustment.

Parents quite readily accept this philosophy of the satisfying of basic needs during the period of infancy, probably because it makes sense to them and because the baby so quickly adjusts and responds to this kind of program. Most mothers who have brought up one child by a rigid schedule which ignored the baby's needs and another child on a flexible schedule which rec-

ognized the baby's needs, vote for the flexible schedule. It not only produces happier babies but it also produces happier, more relaxed adults. In other words, their needs as well as the baby's have been satisfied.

After the child starts to walk and to investigate cherished household possessions, after he begins to talk and develop an awareness of self, it becomes a bit harder for parents to understand how they can satisfy his needs and still protect their belongings and control their annoyances. Also the fixed attitudes and beliefs of the adults about discipline come into play. And from then until maturity the question of control and attitudes toward authority is an important one for both parents and teachers.

The Project personnel is attempting to help parents understand the importance of managing the child with affection, reasonableness and knowledge during the second and third year of his life. For it is in these early years that he must begin to learn how to manage frustration and necessary restrictions. He learns the relationship between cause and effect. It is during these early years, too, that an attempt is made to help adults understand themselves better and to help them see the relationship between satisfied adults and satisfied children.

Let me emphasize that satisfaction does not mean license, appeasement, or making all one's own decisions. It does mean responding in terms of one's own stage of maturity; having confidence in those in authority; having the love, recognition and approval of those who are important in the individual's life.

Causes of Maladjustment

In any group, of course, there are

some children who show signs of poor adjustment. Children reflect the circumstances and the atmosphere in which they are brought up. Recently, the mother of an attractive two-year-old wanted to discuss her child's undesirable behavior. The child was spitting, biting, hitting and having temper tantrums. The baby was born while the father was overseas and she was not quite a year old when he returned. Her two years of life have been filled with change and the impact of adult emotions far beyond her comprehension.

The mother is an only child who has been sensibly brought up to have some understanding of why people act the way they do. However, her mother is a troublesome mother-in-law and would not care if the marriage broke up. The marriage took place during the war after an acquaintance of only five months, and this young wife realizes now that she hardly knew the young man she married.

Being the spoiled son in a family of six children where the mother dominated and tied all the children to her, the father had never known, until his marriage, any family life that did not permit him to do exactly as he pleased. It is characteristic of him that he always takes the best of everything for himself. For example, he takes the warmest seat on a train in cold weather and the window seat on a plane; he plans his recreation to suit his own desires. His wife is expected to fit into his pattern of life with no thought on his part of making her happy and comfortable. If she cannot go with him to a ball game because there is no one to leave the baby with, he blames her but makes no plan in advance nor does he change his plans to help in the care of the child. He is likely to say on

these occasions that he wishes they did not have the baby. If they take her along, as they recently did on a canoe trip, and she is "naughty"—she spit at him when he tried to restrict her behavior—he punishes her by slapping her across the mouth. He wants to show her off because she is cute, but when she refuses to do what he tells her to do he punishes her.

It is obvious that this child early in life is learning undesirable ways of responding because her need for two-year-old response is not being understood and because the parents, particularly the father, are behaving on an immature level. The prediction for change in the management of the child is poor but not hopeless, for the mother is eager for help in gaining understanding. The father thinks the mother's trips to the Well Baby Clinic and to see the psychologist are "all poppycock" but he has not yet refused to discuss the situation with the psychologist although his wife will be surprised if he shows any interest.

Another two-year-old child was reported by his mother to be biting his eighteen-month-old aunt! Discussion with the mother revealed that the young family consisting of mother, father and two children live with her in-laws. Fifteen people live in a four room house. Tension is high and is accentuated by the fact that the young family, who have been there for two years because they can not find a house, are not wanted in the parental home. The eighteen-month-old is adored by her own family and can do no wrong even when she attacks her two-year-old nephew. She bites him without punishment or restriction by the adults, but he is quickly punished when he bites her. Too many people in too small a

place and too complicated adult emotions make for a life lacking in satisfaction for this two-year-old. Nor is the eighteen-month-old developing as she should for she is not learning sound human relationships.

A mother of another two-year-old who is a happy, well-adjusted little girl, told of her family situation. She too lives with her in-laws in a household of eleven, but they all like each other and get along harmoniously. The child's grandmother understands a two-year-old's urge to satisfy her curiosity. On one occasion when the mother spanked the little girl for eating the frosting off a cake freshly baked by the grandmother, the latter's reply was, "No cake is worth a spanking. Sandra was interested in touching and tasting that lovely frosting. Next time, please don't spank her. Instead we'll show her the cake and explain that she can have some later."

Examples showing the relationship between behavior and the management of children could be given endlessly. A nursery school parent discussed her adopted daughter's stuttering which cleared up when the mother understood that her own tension about not being accepted by her husband's family was creating apprehension in the child. A three-year-old's refusal to go to bed and her night terrors disappeared when the parents made bedtime a happy, relaxed, quiet time, instead of a noisy roughhouse between father and child. A four-year-old's severe pains in her legs, which the pediatrician diagnosed as "nerves," stopped abruptly in the freedom and fun of the nursery school. She is one of the many victims of the housing shortage and has been cooped up in her grandmother's upstairs apartment above the landlord, who objects

to children's noise. She is a volatile, active child who could not stand the strain and she showed the tension by pains in her legs and inability to relax and go to sleep readily.

There is a particular need for more knowledge and understanding of the growth and development of the elementary school child. Adults responsible for this age group are often baffled, bewildered and sometimes angered by these noisy, unkempt, ill-mannered, irresponsible, irritable, unmanageable young dynamos. Often more is expected of these children than they are able to produce.

A distraught mother said that her nine-year-old child who had been a reasonably happy little girl was becoming morose, irritable, resistant to authority and was doing irritating things both at home and at school. At school she pushed children's heads into the drinking fountain as they leaned over to get a drink. She daydreamed when she was supposed to do her arithmetic. She had formerly done lovely drawings and paintings, but she had discontinued doing them. She is the oldest of five children in a family of comfortable means with parents devoted to their children and above the average in intelligence and education.

The mother complained that her child said such silly things. For example, when she helped dry the dishes, the child placed three spoons in a row saying, "Here's the mother spoon, here's the father spoon and here's the cousin spoon." The mother remarked, "Now that's a silly thing to say and do, isn't it?" The child looked blank and agreed that she supposed it was dumb.

As the mother discussed the family situation and the management of the children, she became aware of the fact

that she had expected this child to act with greater maturity because she was the oldest in the family. She had also failed to see that one can be imaginative with words as well as with a brush, and she realized that depreciating a child's efforts by calling them silly takes away from his feeling of satisfaction about himself. She also was able to see why children push and poke and pull and hit when they are feeling unsuccessful with their own age group. Through providing experiences with the parents that helped her to recognize the privileges of being the oldest and through enjoying her conversation and responding in kind, the parents were able to help the child make a satisfactory adjustment both at home and at school.

Finding the Reasons and Acting On the Findings

Let no one think that behavior is quickly modified by waving a magic wand or saying a few words of wisdom. Behavior is a part of the growth process and the child learns to respond in ways suitable to his stage of maturity, his particular characteristics and in relation to the feelings, beliefs, and attitudes of the adults in his world. To understand the motivation of our own as well as another person's behavior is difficult, and often specialists are baffled by the meaning of certain symptomatic behavior. But there are reasons for any kind of behavior if we are skillful enough to uncover them. Let's recognize our limitations and call for help when needed.

Considerable progress is being made by teachers and parents in the wise management of children, but much re-

mains to be done. If we really believed in keying practice to children's needs we would build different kinds of houses and schools. We would provide furniture and play equipment suitable to the child's varying stages of development. We would not tolerate a school day rigidly scheduled that takes no account of a child's needs or interests. We would not continually separate home and school and make parents feel like intruders. We would not continue to put children in ugly, out-of-date structures with ugly pictures, drab furnishings, and hard, unyielding surfaces, and then expect them to love beauty and be creative. We would not forever be training children to be quiet. Instead we would train them to be expressive and ourselves to listen to children with ears specially tuned to hear the overtones of their verbalizations and eyes to observe the subtleties of their behavior.

If teachers and parents were adequately educated for their jobs as leaders of the young, children would not say, as countless of them have said when asked if they could talk over their problems with their elders, "But they won't listen."

Some people are beginning to believe that education, prevention and community planning are the only roads by which to improve human behavior. We can now make use of considerable research data on human relationship and build our practice accordingly. But we still need to evaluate the results of a long time program of prevention based on the belief that there is a definite relationship between satisfaction and behavior.

Zoot-Suit Youth

or

What Happened to Juan Garcia

By LILLIAN GRAY

What happened to Juan Garcia, the Mexican youth whose case is described in this article, has happened essentially in the same way to thousands of adolescent members of other minority groups—Negroes, Jews, Chinese. Can we say we won a war to make a better world when prejudice and discrimination continue to persecute the members of minority groups? Can the teacher of any age group ignore the implications of this case study? Mrs. Gray is professor of education at San Jose State College, California, and chairman, California A.C.E. Committee on Minority Groups.

CALIFORNIA, TEXAS, ARIZONA, AND New Mexico each has a sizable Mexican minority. As is usual with minorities in the United States, the members of this group are relegated, not so much by printed signs as by pointed attitudes, to separate neighborhoods, movie houses, dance halls and restaurants.

However, what might be termed the "main" Mexican minority is popular in American communities when compared with the Mexican adolescents known as "zoot-suiters" or *pachucos*. Not only are these United States-born youths of Mexican descent rejected by Americans but they are shunned by



their own national group. Thus, there exists the peculiar situation of a sort of sub-minority within a minority.

When the average American chances to pass a zoot-suiter on the street he usually glares at him in utter disgust. As for Mexicans of the main minority, they vary contempt for zoot-suiters with derision. There seems to be something about the weird costume of the *pachuco* which infuriates conservative Americans and Mexicans of all ages. The ensemble which arouses such violent antipathy that the wearer is immediately classified at sight as a delinquent consists of an over-long coat, a tieless shirt, narrow-bottomed trousers of corduroy, and platform-soled shoes that induce a spongy yet graceful style of locomotion.

Color schemes are almost as spectacular as the silhouette. A Mexican zoot-suiter thinks nothing of combining ruby-red trousers with an aqua-

marine-blue coat and then heightening his resemblance to a lighted juke box by the addition of a canary-yellow shirt. The *pachuco's* hair is allowed to grow until the two side sections overlap luxuriantly at the back, forming a drake's tail effect.

Mexican zoot-suiters don't wear the large showy fedoras with gaudy feather trim affected by Negro zoot-suiters but manage to compensate somewhat for this lack by inscribing a small black cross in the center of their foreheads. What this mysterious symbol means is not easy to discover, but that it has significance there can be no doubt.

As for the zoot-suit girl or *pachuca*, she is readily identifiable by her towering pompadour, long coat, short skirt, and bobbie socks—all usually of one color. It is claimed that these extravagant pompadours conceal weapons and certainly they appear to be roomy enough to hide a model machine gun. Probably the majority of them harbor nothing more deadly than a rat from the dime store—a prolific source also for the *pachuca's* heavy pancake makeup, costume jewelry and perfume.

The zoot-suit costume is the result of a blend of impulses never completely analyzed by the young wearers. For *pachucos* and *pachucas* alike it seems obvious that the outrageous ensemble is, first of all, an expression of revolt against the conventions of an unfriendly society. These adolescents have been banished from normal groups of young Americans. Yet they have not been able to banish their aching need as adolescents to "belong." Ostracized by the majority group they have inevitably formed a group of their own and, eager for some sort of distinction, they wear their outfit as a sort of life-sized fraternity badge.

Many of the young men had still another reason for assuming the zoot-suit rig. Due to malnutrition, poor housing and insufficient clothing throughout their short lives, a large proportion of Mexican-American youths of draft age were rejected by the armed forces because of tuberculosis. Some of these rejectees, denied the glamor of a uniform, undoubtedly took compensatory flight in the zoot-suit costume which never fails to win its quota of attention, no matter how uncomplimentary. For several reasons, then, the zoot-suit costume has served as a rallying point for the defiance and rebellion felt by the youthful wearer.

Not only does the zoot-suiter show by his clothes that he has banded together in a separate group but he even speaks a special and fairly secret jargon—a curious mixture of English and Spanish. For example, a house is called a "chantee" (shanty with a Spanish twist); beer is known as "birria"; a *sarape* is a "cuilta" (quilt). Watched and suspected at every turn zoot-suiters retaliate by going to a lot of trouble to live up to the worst that is expected of them. They have developed a need for such terms as "conexion" for marihuana, "chero" for police, and "filero" for the knife they often carry to lend the illusion of power and influence.

Rejected and isolated as they are by Mexicans and Americans alike, it can be seen that this minority group has grown into as unsavory and unwholesome a lot of young people as one could find. Today zoot-suiters are just as violently anti-society as society is anti-zoot-suit. Scarcely a session passes that some of them are not haled into juvenile court for various crimes and misdemeanors, ranging from petty theft to

holdup, rape, and even murder. About the only people who have any sympathy whatsoever for zoot-suiters are other zoot-suiters and a handful of social workers, juvenile court authorities, and teachers who have taken the trouble to probe beyond depressing overt features of zoot-suit behavior, sartorial and otherwise, in a patient search for underlying causes.

"I wouldn't be against zoot-suiters if they'd behave like decent people!" remarked an otherwise intelligent and kindly citizen to me the other day. Do such critics think for a minute that a zoot-suiter springs full fledged into the role of an adolescent troublemaker without a long preliminary period of training for the part by society? When it is realized that zoot-suit behavior is almost without exception the result of long-festered resentment, that anti-social acts committed by members of this minority group are committed to ease gnawing psychic tensions waxing stronger and stronger with each passing year, then perhaps something will be done to replace blind prejudice with constructive measures to prevent the development of more zoot-suiters.

The Case of Juan Garcia

Juan Garcia helped me to understand some of the problems facing young Mexican-Americans as they grow up in our communities today. In the wan hope that an analysis of the forces which shaped his thought and action, turning him into a zoot-suit delinquent, may help to shed light on the total problem and perhaps change the prevailing intolerant attitude toward this group into one more friendly, I propose to share some of the things I learned about the life and times of Juan Garcia. For his case illustrates,

with singular clarity, that results can't come without causes.

I first saw Juan Garcia where one sees altogether too many of these *pachucos*—in a juvenile court. His was the last case on the calendar one hot Friday afternoon and I recall how tired Juan looked from the long wait as he was brought into the courtroom by the probation officer. In spite of his youth—Juan was only seventeen—there were deep circles under his outsize brown eyes. When he seated himself in the chair across from the judge at the table, his thin body in its awful zoot-suit habiliments seemed ready to collapse.

While the judge riffled through a file containing the record of Juan Garcia's derelictions, Juan stared at the wall opposite on which hung the United States flag between plaques of Washington and Lincoln. Once Juan turned around and looked bleakly at a row of chairs occupied by a policeman from the special service bureau, the superintendent of the detention home, and a small group of probation officers and social workers. Then his eyes caught sight of a stocky but pretty Mexican girl at the end of the row. He smiled and exchanged a cryptic glance, fleeting but meaningful. One of the social workers whispered the information that the girl was Juan Garcia's bride, Marcela, a matron of sixteen.

When the judge had refreshed his memory, he raised a dozen sheets or so, tamped the lower edges against the table, and returned them to the folder. Then he leaned forward in his chair and began talking to Juan Garcia in an intimate tone. "You don't have a very attractive work record," he said, shaking his grey head with a mixture of sympathy and gloom. "You worked three weeks at the American Can Com-

pany and got fired for fighting with the foreman. You picked fruit at the Gallagher ranch for a couple of weeks, stole a box of apricots and got fired. You worked in a packing plant for two months and stole a wallet during a noon hour. After they recovered all but two of the twenty dollars it contained you were brought here and I let you off on probation. Your latest offense is drunkenness and stealing a car. What have you got to say for yourself?"

Juan didn't answer for what seemed a long time. At last, looking pinched and miserable, he raised his eyes, "I don't know," he said in faintly blurred English. Then he dropped his chin so low that it rested on the ridiculously exaggerated collar of his dark red shirt.

"Your troubles seem to be increasing," continued the judge. "First you steal a box of apricots and *now* you steal a whole car. I think you ought to be turned over to the California Youth Authority (Preston Reform School) but Mr. Johnson here, the probation officer, thinks you ought to be given another chance. He thinks you're really sorry this time. Besides he tells me that you've just heard something that makes you think you'll have to show some responsibility from now on. Is it true that your wife is going to have a baby?"

Without embarrassment both Juan and his young wife nodded. The judge glanced from one to the other. Then he seemed to arrive at a decision. "Well, since the car wasn't damaged and since Mr. Johnson pleads your case, *and* since your wife seems to think she needs you"—the judge permitted himself to smile dryly, and a long thin dimple appeared in his long thin cheeks—"I'm going to give you one more chance. But you've got to organize yourself and try to hold

a job and stay away from liquor and trouble. Remember if you have to go to reform school eventually, I won't be sending you there. You'll be sending yourself." The judge waved a hand indicating the case was dismissed.

There was something about Juan and his wife clinging to each other wordlessly as they left the courtroom that made me want to follow up their case with an offer of concrete help. Aware that Juan needed the security of an immediate job if he was to keep out of trouble, I went to see the young couple a few days later with a job offer from a rancher I knew who wanted an extra hand—not for seasonal fruit picking but for permanent work on his place. This man had visited Mexico, had seen Mexicans against their own background which is a very different thing from knowing them only as immigrants in the United States, and I thought that if anyone could help to redirect Juan's energy into useful channels he could.

Juan and his wife were living in a cheerless single room in a dingy fifty-cent-a-night hotel frequented by zoot-suiters. Looking around the ugly little room with its carpetless floor; sagging brass bedstead; mustard-colored wallpaper and scratched dresser, table and chair, I didn't wonder why zoot-suiters spend so much of their time aimlessly roaming the streets; hanging out at jitterbug dance halls, juke-box joints, and movies. What little dignity the room might have had was vigorously disputed by the stench which drifted in from across the hall where a single sour-smelling bathroom did service for thirty or more occupants.

Unable to stand the stench I suggested that we go out some place and discuss the prospective ranch job. When we reached the street, I named a nice

restaurant but Juan and his wife demurred. In fact, they expressed so much uncomfortable diffidence at the mere idea of entering a restaurant which they had evidently been taught to consider sacred to "gueros" (white Americans) that we ended up having cheese enchiladas and coffee in a Mexican cafe. There, in spite of the raucous blare of the juke box, I began to get acquainted with Juan Garcia.

Later I visited the little house which Juan and his wife occupied on Mr. K——'s ranch and was able to piece together the story of his brief young life. I'll set down the influential experiences just as Juan, with his Latin flair for drama, told them in the present tense. Then I'll leave the reader to decide whether or not Juan Garcia ever had a chance to amount to much.

Scene 1—Juan Is Six Years Old

Juan lives in a boxcar in Arizona. It is stuffy and hot and crowded in the boxcar, for the narrow little place must afford shelter to his mother and father, five older brothers and two younger sisters. With Juan there are ten people living in the old boxcar—ten people and only one bed. Chickens wander in and out the doorway and scratch listlessly in the dusty yard which is piled high with junk, including an old jalopy.

Juan's father spends his days swinging a big sledge hammer to spike rails into place on the railroad tracks. Juan's mother prepares tortillas and beans, washes clothes, and minds the baby. The children have no toys. They just hear about these things from some American children at school. Juan speaks only Spanish because he hasn't been to school yet, but he manages to understand a little English from hearing the older children speak it.

Finally one day Juan goes to school. He is filled with terror of the unknown and says nothing. Shivering a little and staring around with big frightened eyes, he watches and watches. The teacher of the first grade tries to draw him out in English. He can't answer, of course. She tries again and again and then murmurs to herself, "Poor little thing. Seems awfully stupid."

Juan hears. Without explaining the circumstances he asks his big brother what it means to be "stupid" and big brother tells him in no uncertain terms.

One day another teacher comes in. Juan's teacher draws her aside. "Is this little Mexican boy stupid or what? He's been in school two whole months and hasn't uttered a word."

"Ven aca, chico," says the visiting teacher in blessed Spanish. Juan comes, his untied shoestrings flip-flopping from side to side as he runs toward her eagerly. "Why don't you tie your shoestrings?" she asks in a playful chiding tone, still speaking in Spanish.

Juan answers in the same language, "It is impossible to regulate them as they are the shoestrings of my father and too long for my shoes."

The visiting teacher laughs and pats his black hair. Then she turns to the other teacher. "He's not stupid. He's O.K. He just can't speak English yet."

Juan sighs with relief. He knows now, after two months of worrying about it, that he is all right in the head.

Scene 2—Juan Is Eight

Juan is in the third grade now. There is a new service for the school. A nurse comes into the classroom. She calls one child after another to the front of the room, not unfeelingly but unthinkingly, for lice inspection. "You have both head lice and body lice," she in-

forms Juan, who already knows about them. "Tell your mother it isn't healthy to have lice. Put some kerosene on your hair and take a bath oftener. And tell her you must have clean clothes."

Juan nods.

At recess the third grade children who "passed" lice inspection make up a song and chant:

Juan Gar-ci-a,
He's got li-ci-a!
Juan's a little Mexican,
A dirty little Mexican.

They serenade several other Mexican children in the same way but Juan doesn't stay to listen. He has run off the schoolyard. Arriving home he crawls into the back seat of the family's broken-down jalopy and cries. His mother comes out and wants to know why he is not in "es-school." He tells her all the nurse said.

For a long time his mother regards him sadly. "But we have no bath tub, Juanito," she says reasonably.

He sobs, "But I want to be clean."

"Well, there is one thing I can do. Take off your clothes and get into the bed until I have time to wash them and let them dry. But *sabes tu, hijito*, I do not dare to wash your overalls too often or they will decompose and where is the money to come from for a new pair?"

Scene 3—Juan Is Ten

By now the family has moved to California in the old jalopy. The whole family "followed the crops" for a season, picking cotton, prunes, "cots," beans. Sometimes, of course, the children's schooling was interrupted. But now Juan's father is out of work and the house they live in is the worst they've ever had. It leaks rain in the

winter and there is no money for kerosene for the stove or even the lamp. Juan's mother has become thinner. There is another baby who cries and cries.

"Why can't you get work, *papa-cito*?" Juan and the other children ask. The father tells them that when times are hard and jobs are scarce the Mexicans are the first to be let off.

There isn't enough to eat. Juan feels hollow and the pictures of wholesome and nutritious meals recommended on the fifth grade bulletin board at school cause him acute agony. He has only one meal a day—the one served free at school. But he is a growing boy and a pint of milk, a sandwich, and a dish of jello don't take up the slack. Even the county visitor can't manage to get them enough food.

One day Muriel, a plump little girl in his grade, announces a birthday party for the next week. The whole class is to be invited to enjoy cake, ice cream and candy at her house. Juan dreams for a whole week about the food and on the afternoon of the party he starts for Muriel's house almost delirious with anticipation. He can already feel the good food laboring in his empty stomach.

Muriel's mother stands at the door greeting the children. When she sees Juan she looks stern. "I don't want Mexicans at Muriel's party," she says. "Only Americans. Go home!"

Juan hides his face—the color of pale chocolate—to keep the woman from seeing the tears, and goes.

Scene 4—Juan Is Thirteen

Juan is given an achievement test with the others to determine whether or not he is capable of doing junior high work. Juan doesn't read with

fluency. There are no magazines or newspapers at home. He still mixes English and Spanish. Besides, he can't keep his mind on his studying. He is *always* hungry, even when he can manage to steal a banana, a peanut butter sandwich or a doughnut from the lunch sacks in the cloakroom while on ostensible trips to the pencil sharpener.

Juan overhears the teacher talking to the supervisor who gave the tests. "Well, I'm sorry about Juan being below the norm. Sometimes he does real well in his studies." She pauses wistfully. "You know, I've heard that malnutrition can lower the I.Q. as much as ten points."

Thanks to the teacher's insistence, Juan is given provisional entrance to junior high. But it is not a happy time. He is beginning to feel self-conscious now at not being able to keep up with some of the other children in variety and quality of clothes. "I want different clothes, not just one pair of overalls and a dirty old sweater," he tells his father, showing him the hole at his elbow.

"We can't dress well with eleven to clothe," says his father, and turns away.

Juan begins to resort to noisy and defiant behavior in school. He takes delight in shocking the teacher and the girls in his class.

That summer, with the rest of the family, Juan works on a fruit ranch. He withholds some of the money from the family earnings and buys a nice sweater and a pair of trousers. His father, not comprehending his feelings—in the old country clothes were not so important—whips him. But just the same Juan keeps his clothes and his behavior is a little better during the fall term.

He tries to get a paper route to make

more money but the man tells him, "We don't hire Mexicans on our paper routes." When Juan timidly asks why, the man explains that people don't like Mexican paper boys. "They steal," he adds.

Scene 5—Juan Is Sixteen

One Saturday Juan goes to the movies. He sees a girl from his high school class and dares to take a seat beside her. Trying to sound natural he says, "Hello."

She draws away. "Oh, I was just leaving," she says, and leaves the seat. Juan glances back and discovers that she has taken another seat in one of the rearmost rows.

Scarcely a week later Juan is riding a bus home from school. He takes a seat next to a woman. She pulls her clothes so tightly about her that they do not brush Juan at any point.

It seems as if this might be the worst year of his whole life until Ethlyn, "a white American" as he thinks of her, is nice to him and chooses him for her social studies committee. They work together on a class report about Brazil. "Isn't it interesting that they are 'color blind' down there!" exclaims Ethlyn, her eyes shining.

"Just figure to yourself!" marvels Juan. "The skin color doesn't count in Brazil." The two grow to know each other quite well and Juan is sure that Ethlyn likes him. It makes him feel secure. She even lets him walk home with her from school one afternoon, carrying her books. To Juan this represents normality at last. He *belongs* now and he is in the seventh heaven.

But his good fortune is short lived. One day he receives an anonymous note. It states that the note was written by

a group of boys in the class to tell him to "stay away from Ethlyn and other white girls or we'll take care of you."

Juan writes a heartbroken reply. Since he does not know to whom he should address the note, he posts it on the bulletin board outside the senior-class home room. His note says:

To be told that I cannot associate with girls of your race is a great shame—not for me but for you who made the statement. Do Mexican boys belong to the human race? I was born in Arizona. Am I not an American too? Please do not hold any contempt for me because if you act so mean I am proud to be born a dark-skinned Mexican. I do not want girls or nobody to take that proudness away.

Signed, Juan Garcia

And the next day Juan did not go to his high school classes, nor the next, nor the next. Indeed, that was his last day in school. Lonely, restless, dejected, feeling his poverty and the poverty of his family, Juan left home to look for a job. On his own he soon drifted into a gang of zoot-suiters. The rest of his history is in the juvenile court file.

So that is Juan's story—a story of bad housing, undernourishment, insufficient clothing, no medical care, interrupted schooling due to the migratory nature of his father's work. It is a pitiful tale of feeling at odds with parents who cling to the old, of suffering shame before his contemporaries, of being discriminated against economically

and socially. Even the sporadic kindness of a few friendly Americans hadn't been enough to give him the sense of security which would have come from a more completely favorable social climate.

Epilogue

One day not so long ago I returned from a trip and chanced to meet Juan Garcia and his wife downtown. Juan was proudly carrying his little son, though the baby looked rather out of place in his arms. He was still wearing his gaudy zoot-suit and Marcela, his wife, her costume. I knew, of course, that even though they regarded themselves as settled married folk, different clothes were totally out of the question. They had gone into debt to have the baby.

But my mind was not on their appearance. "Do you feel any better about things?" I asked Juan anxiously.

"I think, a little," he said. "I've only been drunk once since we moved to the ranch." He was silent a moment before continuing, "Maybe my son will have a better chance in life. What you think?"

Marcela's eyes glistened with sudden moisture. "Oh, I hope," she said feelingly.

And my thoughts echoed her words long after we finished chatting and I watched the little family moving off toward Market Street.

OUR eyes must be idealistic
But our feet realistic.
We must walk in the right direction,
Taking our steps one by one
To carry out what is possible
In the spirit of what is desirable.

—SALVADORE DE MADARIAGA.
Quoted by *Eduard Lindeman*.

How to Find Out About Children

"You must know your children if you will really teach them," says Miss D'Evelyn, guidance counsellor, Elmont, New York, public schools. She tells how two teachers found out about two children and how their findings helped the teachers help the children.

YOU MUST UNDERSTAND CHILDREN if you are going to teach them. To understand them you must learn as much as you can about them.

The one person in the world who knows the most about a child is his mother. She bore him; she cared for him; she nursed him; she played with him; she spent twenty-four hours a day with him for a long time before he came to you in school.

See this child's mother. Get her to talk to you about him. Get her to tell you about his birth, his early days and months of life, what she fed him, how he slept, when he got his first tooth, when he first walked, his first words, his smiles, and his tears. Get her to tell you about his toys, the games he plays, the things he likes and the things he fears; about his sisters and his brothers, his grandparents, his uncles and his aunts. Get her to tell you her hopes and ambitions for him, the things about him that worry her, and the things that make her feel proud.

Yes, get her to tell you all these things, and even more. As you listen to this child's mother talk, you will learn more about him than you can in weeks of observation.

You will learn his developmental history which will help you understand his present stage, rate, and style of growth. You will learn his health history which will help you understand

his present state of physical well-being, his margin of reserve energy, his susceptibility to fatigue and minor illnesses. Knowing these things will help you to plan a fitting program for this particular child and to make adjustments in activities where such adjustments are necessary.

You will learn the character of this child's home; the number of adults he must adjust to and try to please; the number of siblings he must compete with for parental attention; his ordinal position among his siblings—the first-born who has suffered the loss of being for a time an only child, a middle child who is submerged in the family group, or the baby who is the present pet of the family. Is he an only boy among girls or is she an only girl among boys?

You will learn whether he was a wanted child, whether his mother is proud of him or ashamed of him, whether she enjoys him or fusses and nags. You will learn in many subtle ways through her conversation what the mother's relationship is with this child. Out of all the things you will learn, this one thing—the mother's relationship with the child—is above all the most important.

The child's relationship to his mother will color his responses and reactions to all other adults and specifically to you, his teacher. It will determine whether you can teach him, help him

good

mother relationship with the child

learn. If his experiences with his mother have been and are pleasant and constructive, he will accept you and your educational guidance. It is through these first experiences with an adult (mother) that the pattern is set for the acceptance or rejection of other experiences with an adult person. If the mother-child relationship is poor, you will first need to win the trust and friendship of the child before you can guide his learning in school.

Talk to the mother early in the school year. Do not let this talk be the last one. Have as many more as you need to get a good understanding of the child.

Robert Who Was Six

Following a talk with the mother, your observations of the child will be more revealing and helpful to you. You will begin to see the reasons for his responses to the varied classroom, playground, and other school situations. When you begin to see reasons, you can understand. When you understand you can take steps to help the child have a happy, constructive, school life. For example, let us take one teacher's observations of a six-and-a-half-year-old boy.

Robert was in the first grade with twenty-five other boys and girls. The teacher observed that Robert was average in height for his age, of slender build, blond, blue-eyed, and rather pale. In a free classroom situation when the children were occupied with painting, blockbuilding, doll play, and various other activities, Robert constantly flitted about from one activity to another. He was often destructive, going up to another child's work, marking on it or tearing it. He seldom finished anything of his own that he started.

He would often hit another child for no apparent reason. The one material that seemed to hold his interest was clay. He would pound it, pinch it, roll it, and very occasionally make something definite with it.

In a lesson situation such as reading or storytelling, Robert found it difficult to sit still. He fidgeted, twisted, got up and wandered about. He often did not seem to hear the teacher's directions to the class and would fail to join a group until specifically invited.

On the playground Robert ran about aimlessly, bumping others, getting into quarrels and fights. Some member of the group was continually complaining about him.

The cumulative record report from kindergarten showed a similar pattern of behavior. Test reports from the cumulative record showed Robert to be of normal intelligence as measured by an individual intelligence test. This was an important fact because it ruled out the possibility of low intelligence as one cause of his behavior.

There must be some reason for Robert's behavior. The source of information lay with the mother. Nothing in the schoolroom revealed the reasons for Robert's responses. A talk with the mother at the teacher's invitation brought the following information.

Robert was one of a pair of fraternal twins in a family of four children. There were an older brother and a younger sister. The family and the relatives had been very proud of the twins at first. But very soon a difference was noticed in them. Robert's twin, Tom, was a good baby. He was easy to take care of, he was amiable, and slept without fussing. Robert was fussy and he cried a great deal. He was not easy to feed and he was just

more difficult to manage. It was not long before Tom was the family favorite and this favoritism was shown in many ways. As the twins grew older, Tom was held up as a model to Robert. Tom was called a good boy, Robert a bad boy. Tom got the praise and the attention. Robert became more unruly and bad.

When the twins were three, baby sister came along. The tired mother was delighted with her first girl and Robert was even more pushed aside. Now he had a baby sister as well as a "good" twin to compete with for the family affection and attention. To get this attention he became more unruly, stubborn, and showed a violent temper. His father became harsher with him, using severe punitive measures in an attempt to get him to be a good boy. He repeatedly told Robert that he was no good.

During her conference with the teacher, the mother said she and her husband were at their wits' end and that she was practically a nervous wreck. The household was continually upset with Robert's bad deeds and tantrums. Meals were a trial and a horror. They had just taken Robert to a pediatrician who reported him to be in good health. Therefore, since there was no physical cause for his terrible behavior, the parents had decided he was just a "bad" boy.

Now the teacher knew the reasons for Robert's reactions at school. Robert saw himself through his family's eyes as a "bad" boy and completely worthless. He could not finish his work because anything he did was not worth finishing, so he thought. He could not bear to let others finish their work because that would mean they were better than he was. He couldn't sit still be-

cause he was too unhappy and tense. He couldn't play peacefully with others because he had to treat them as he felt he was treated by his family. He teased smaller children because he had to get rid of his resentment at the harsh treatment he was being given at home.

With the reasons for Robert's behavior in her possession, the teacher led the mother to see what could be done to help him. They—representing the home and the school—must help Robert get a different image of himself, an image of a "good" boy who could do many worthwhile things and a boy whom they liked.

Emily Who Was Eight

One more example will illustrate the importance of learning as much as possible about a child if we are to understand him and guide his learning.

Emily was an eight-year-old who was observed by the teacher to be unusually quiet, retiring, and apparently satisfied to work and play by herself. She was very slow in responding to classroom directions, and slow and deliberate in all she did. She did not participate in any of the playground games; she looked pale most of the time and apparently fatigued easily.

To help herself understand Emily, the teacher went first to the cumulative record file. Emily's card showed very poor school attendance as a result of long illnesses, and the same pattern of withdrawal.

The teacher next had a conference with Emily's mother. From this she learned that Emily had had to spend many hours alone in bed amusing herself. She had never been robust enough to participate in the rough and tumble games of childhood. Because of Emily's

poor health, the mother had become very protective and was still doing many things for Emily that she could and should be doing for herself.

The teacher also found out that Emily was intensely interested in her collection of dolls. She had spent hours playing with them and in learning about the countries they represented.

The mother was requested to take Emily for a physical examination to learn the significance of the paleness and fatigue. The doctor discovered a very low hemoglobin count and prescribed after-school rest, medication and sunshine.

The teacher capitalized on Emily's interest in dolls, encouraging her to bring some of them to school for an exhibit of foreign dolls. Before long Emily had gained the admiration of the class for her interesting information about the dolls and their representative countries. Children who had previously ignored her because of her unobtrusive manner began including her in their activities and she was drawn more and more into real group membership.

A mental test administered by the school psychologist proved Emily to have superior intelligence and therefore to be perfectly capable of achieving more than satisfactory school success when her improved health and social adjustment permitted her to do so. By the end of the school term Emily had outstripped many of her classmates in academic achievement and was no longer an isolated and withdrawn child.

No One Way Is Enough

These stories of Robert and Emily illustrate several ways of finding out

about children. They are all necessary. No one way is adequate because there are always multiple and varied causes for children's behavior patterns.

You must not draw hasty or premature conclusions from observations of classroom behavior. Such observations will show you if things are going well or otherwise for the child, but they will not tell you why. You must make these observations objective and withhold interpretation until you have as full and complete information as you can gather.

To get this complete information you need to use the data from the cumulative record; to talk to the child's previous teachers; to have a report on the child's physical well-being, either from the school medical officer or from the family physician; to know something about the child's mental capacities and, above all, to have one or more talks with the mother.

After you have collected information from all of these sources you are then ready to make interpretations and see reasons. Finally, you are ready to help the child. That is, you are ready if you know how to interpret your findings. This interpretation presupposes a thorough understanding of child growth and a knowledge of personality or behavior adjustment.

The teachers of Robert and Emily could not help them or guide their learning until they had gathered full information about them. Neither can you help your children until you understand the why of their behavior. Therefore, you must know your children if you will teach them!

That I May Know My Pupils

What one teacher is doing to help herself understand better the children she teaches. An analysis program suggestive to teachers aware of the importance of knowing children but uncertain of how to begin to find out about them. For another technique used by this same teacher see "We Become Acquainted With Our Environment," *CHILDHOOD EDUCATION*, January 1945, pages 228-229. Miss Oaks is a primary teacher in the York, Pennsylvania, public schools.

THE DOOR HAD CLOSED ON THE LAST little registrant and I glanced back through my well-filled pad of hastily scribbled notes:

Johnny's father just reenlisted in the Navy, Shirley W.—an only child.

Nancy's sister died this summer. Mother still numb from shock. Possible effects on N.?

Bob's mother works afternoons.

Jane's brother always got along very well according to mother. Will she expect too much of Jane?

So it went on through page after page—the beginnings of an analysis program for these children entering school for the first time.

With the increasing emphasis on individual differences it becomes more and more apparent that we must, as Emmett A. Betts so aptly puts it, "learn" our children before we can teach them.¹

Gone are the days when we attempt to stuff into poor defenseless little heads the same dose in reading, writing, and arithmetic. Perhaps Mary didn't start to talk until she was three years old; perhaps even now she speaks only in single words and has no idea of sentence structure. She cannot hope to learn a highly complicated language process such as reading, with a facility equal to that of a child who has been using sentences since he was two.

And supposing Henry's parents have spent the recent war years working in a defense plant during which time they left him in the care of the lady upstairs. This good soul made him comfortable physically, but felt that her responsibilities ended there. Henry knows nothing of the countless little number experiences which are encountered by children with more normal preschool environment. These and many other bits of information are vitally important to these children and their teacher.

Therefore, in order to avoid violating the sequences of learning and the disastrous consequences of such a violation, a teacher must analyze her pupils with every means at her command. She must discover their strengths and not overlook their weaknesses. *She must find out where they are.* Nowhere is this more important than with children who are just beginning school. Here the foundations are laid and here they must be strongly built.

To help me with this analysis, I set up a record form to insure for each child a "picture" both efficiently arrived at and well rounded. I say efficiently arrived at because unless the teacher knows exactly what she is look-

¹ In *Foundations of Reading Instruction*. New York: American Book Company, 1945.

ing for, a lot of time and energy will be wasted. The picture should be well rounded so that nothing of importance is lost which may help a child live the most satisfying life for him.

I began with a section on the home and its members and the things I would need to know concerning it and them. It was in this section that I entered most of the notes which I had taken during the registration interviews. Next I considered the child's early development and social and emotional development. All of these sections, too, shared in the notes mentioned above.

This wasn't enough, however, because I didn't yet know what the child actually did or what he was capable of doing. To take care of these items, I added sections on mental development and achievement.

In the mental development section I made provision for the Binet Scale, because although very few of my class would have this test it was better to have a space provided for those who would. The same idea prompted my inclusion of a place for the Vineland Maturity Scale which, like the Binet Scale, should be given by a trained psychologist.

For the achievement section, I chose one of several individual tests of reading readiness. A group test, however, could be used in its place. There were certain additional things which would be helpful and interesting to know about readiness for reading and so I included a series of tests of my own, together with *observations* of certain phases which do not lend themselves readily to testing.

For number readiness I searched in vain for a standardized test. Several are in the process of construction, but have not yet been published. I had to

rely heavily on my own tests in this subject.

Because of their obvious usefulness I added sections on color, music, and physical education, and finally ended with a good big space left for remarks.

An Analysis Program for Beginners

Name _____ Date of Birth _____
Address _____

I. The Home

A. Father

1. Occupation
2. Time spent with child
3. Interest in school

B. Mother

1. Occupation
2. Time spent with child
3. Interest in school

C. Siblings

	Name	Age	School Achievement
1.	_____	_____	_____
2.	_____	_____	_____
3.	_____	_____	_____
4.	_____	_____	_____
5.	_____	_____	_____

D. Appearance of home

E. Neighborhood

F. Types of family entertainment

(Note: The date of procurement of information on each item can be placed opposite that item in the margin.)

G. Child's responsibilities at home

H. Adjustment to others in the home and neighborhood

II. Early Development

A. Age of talking

1. Sounds
2. Words
3. Sentences

B. Age of walking

C. History of diseases

D. Retardments which may affect learning

III. Physical Development

A. General health

B. Vision (screening tests)

R. L. B.

- | | | | | |
|-----------------------|-------|-------|-------|-------|
| 1. Snellen—far point | _____ | _____ | _____ | _____ |
| 2. Snellen—near point | _____ | _____ | _____ | _____ |
| 3. Convergence | _____ | _____ | _____ | _____ |

C. *Hearing*

1. Physician's observation
2. Teacher's observation

D. *Teeth*

1. Appearance
2. Most recent dental care

E. *Nutrition* (subjective observation)

F. *Speech* (from report of speech correctionist)

G. *Handedness*

1. Cutting test
2. Coloring test

IV. *Social and Emotional Development*

A. *Vineland Maturity Scale* (standardized, individual)

B. *Subjective observation*

1. Degree of stability
2. Attention span
3. Work habits
4. Adjustment to group

V. *Mental Development*

A. *Intelligence*

1. Detroit First Grade C.A. M.A. P.L.R. Intelligence Test (Group)
2. Stanford-Binet Scale C.A. M.A. I.Q. (Revised 1937) Form _____

VI. *Achievement*

A. *Reading readiness*

1. Van Wagenen Reading Readiness Test (standardized, individual)
 - a. Range of information
 - b. Perception of relations
 - c. Vocabulary (opposites)
 - d. Memory span for ideas
 - e. Word discrimination
 - f. Word learning
2. Tests of neural and muscular development (teacher-made, individual)
 - a. Visual discrimination
 - b. Auditory discrimination
 - c. Orientation
 - (1) Reversals
 - (2) Inversions
 - (3) Spatial relationships
 - (4) Left-to-right sequence

d. *Memory*

e. *Ocular-motor control*

3. *Observations of*

- a. Extent of concepts
- b. Language facility
- c. Ability to make associations and classifications

B. *Number readiness*

1. Standardized test (When one is available. Several are under construction.)
2. Tests of concept of quantity (teacher-made, individual)

a. *Perception of differences*

- (1) Larger group
- (2) Smaller group
- (3) Arranging groups in sequence

b. *Matching*

c. *Meaningfulness of number names to five*

d. *Ordinal meaning*

e. *Cardinal meaning*

f. *Match-counting*

g. *Problem-solving through match-counting*

C. *Color concepts*

1. *Recognition of the colors*

Red _____	Blue _____
Yellow _____	Green _____
Orange _____	Violet _____
Black _____	Brown _____

D. *Music*

1. Rhythm
2. Ability to match tones
3. Ability to carry a tune

E. *Muscular control for games and similar activities*

VII. *Remarks*

For me this record form has been helpful, time saving, and above all, usable. To know these things about my pupils has given me a new confidence and a more certain hand in planning the learning activities for each child.

A PROGRESSIVE LOOKS AT PEOPLE, CARES WHAT HAPPENS TO WHOM AND DOES the best he knows with people. The conservative looks at institutions and procedures, and fears what people may do to them.—HOWARD A. LANE in "Circumstances Alter Cases!" *Progressive Education*.



Courtesy U. S. Office of Education

What About the Inbetweeners?

By DOROTHEA J. BEERS

Miss Beers looks at the nine-to-eleven-year-olds and finds them good but puzzling. She tells what she has found out about them and urges the need for more study and understanding if we are to guide them well. Miss Beers is a teacher in the Paterson, New Jersey, public schools.

MANY STUDIES HAVE BEEN MADE OF the preschool child, the primary child, and the adolescent. But there are only pickings about the child who is neither so young nor so old—the inbetweeners, the nine-to-eleven-year-old. Whether he is nine, ten or eleven, he may find himself in a fifth grade, sometimes in a sixth grade, having arrived there unaware of the possibilities lying dormant within him and still wrapped in his shell of dependent oblivion.

However, one year brings changes which spread subtly over Jerry and Jane or break out suddenly in a rash over Harry and Ruth. For, while change sweeps through their ranks like the plague, the symptoms differ with the individual. Whatever the method of attack may be, Mary, Dan and all of their friends leave us with the pinfeathers of adolescence bursting through the mental and physical cracks. Here are the beginnings of the gangling, gawking teen-ager.

Let us look first at the physical evidences of this metamorphosis. The children are at their desks preparing reports, studying spelling or pondering a problem in arithmetic. At a glance we see backs bowed over desks and legs sprawled in the aisle or draped under the desk in front. We realize that another one of those many adjusting times has come upon us. We send for the janitor who raises the desks and makes the seats fit, for the time being at least.

A glance at the height-weight chart shows the height lines shooting up and erratic weight lines going up, going down or remaining stationary. By the year's end some children will have grown as much as two and one-half inches in height and gained as many as five pounds in weight. While this may seem a gradual procedure in some cases, it often comes as a shock to realize that Ann comes to your shoulder or that Jack is already above it.

In many instances, for the boys, appearances become a minor concern. Hands are often grimy, hair is disheveled and shirt tails dangle outside trousers. On the other hand the girls, who develop earlier an awareness of boys as boys, start primping and become clothes conscious. Teacher's style has long been commented upon and publicly noticed but now these about-to-be-young-ladies express approval or disapproval of the appearances of the girls their own age.

Evidences of Leadership and Desire to Organize

Restless energy has its outlet in class through discussions, through genuine interest in what the other fellow is doing and in dramatizing stories read or incidents suggested in social studies. At

times this energy takes on the rather annoying habit of minding other people's business to the point of irritation. Often it appears in an inclination toward organization and in leadership of the group.

An example of the development of these latter qualities can be found in the smoothly running and much used library. Two child librarians have organized a card catalogue and a system for taking out and returning books that meets with the approval of the class. When infringement of individual rights makes it necessary, rules are laid down by the group that make for a more efficient library. Books are displayed to arouse the children's interest or to suggest reading to accompany subject matter studied.

Leadership is given an opportunity to develop in other ways outside the classroom. School activities such as student council, salvage group and Junior Red Cross Club draw their leaders from this age group. With teacher guidance in each of these organizations, the children can accomplish much as members of a self-operated, competent unit. They show unusual good sense and maturity of judgment, for they have been initiated into their responsibilities as early as the first grade and so have built up a group feeling which continues throughout their school life.

The metamorphic struggle that takes place in these children can be observed in the social studies discussion group, organized with class officers elected monthly. It has often been found that here the shy, retiring child emerges into a fine class officer with a personality that commands the respect of his fellow classmates who may have elected him as a joke. The joke is on them

and they accept it in good fellowship, cooperating with him one hundred per cent, for these children are capable of extremes of great cruelty and touching kindness.

Emotional and Mental Growth

The emotional conflict going on within themselves, the ups and downs of dependence and independence are manifest in various ways. Cruelty may rear its ugly head through torment of a new boy who is not accepted by the group until he fights his way in. Or the girl who is "different"—definitely not athletic, a slowpoke—is ignored by the other girls, whispered about behind their hands, and written about in malicious notes.

The other extreme may be found in the treatment of a boy who is subject to convulsions and who has a mentality slightly below normal. He is treated with utmost kindness, protected and watched over as if they were a flock of mother birds caring for their young. His every effort is applauded. If while reading or talking to the class he has a convulsion, two children will look after him while someone else carries on with the group. When he is ready to continue they may prompt him if he has forgotten or merely go on with him as if nothing had happened. Any achievement on his part is a personal triumph for each of them. In their treatment of this child they show a maturity beyond their years and an abundant capacity for sympathetic understanding.

At this age, too, the child's mental growth may go skyrocketing in that

sudden spurt which we are told often occurs. The boy who is mentally at the top of the group gets into trouble outside of school, is brought to task by the student council, appears indolent when given responsibility, shows less initiative than we expect of him, finishes his work almost before the rest have begun, has a marvelous vocabulary and expresses himself well. These are symptoms.

We look for causes and remedies. We give him an achievement test which shows a growth of two years and six months in the six months he has been in the grade. An intelligence test shows him at one hundred sixty while the test is still incomplete. We begin to wonder. What have we here? What do we do with it? We begin to understand the apparent indolence, in part due to physical growth and, in a large measure, the result of a mental leap so far ahead of the others that what they are doing no longer challenges him. An accelerated program and more opportunity for leadership seem to be indicated. We hope thus to keep him in his own age group and at the same time to give him much food for his immensely capable brain.

In working with children in this stage of growth it is well to know, in so far as is possible, the potential qualities they possess as a group. It has been said that the nines to elevens are "difficult." They are if one does not analyze their reactions and meet their needs. They need a special kind of understanding and more study than has been given them.

THE CHILD HAS HIS OWN INSTINCTS AND TENDENCIES BUT WE DO NOT KNOW what these mean until we can translate them into their social equivalents.—
JOHN DEWEY

Finding Out About Children Through Facts and Fiction

A bibliography of books and pamphlets on how to study children, what they are like as people, and how they appear to some adults who write stories about them. Miss Benner is head teacher of the Elizabeth Morrow Morgan Nursery School at Smith College.

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Association for Childhood Education. "What to Expect of the Twos and Threes," Leaflet No. 1, *Portfolio for Nursery School Teachers*; "What to Expect of the Fours and Fives," Leaflet No. 1, *Portfolio for Kindergarten Teachers*; "What to Expect of the Six to Eights," Leaflet No. 1, *Portfolio for Primary Teachers*; "What to Expect of the Nine to Twelves," Leaflet No. 1, *Portfolio for Intermediate Teachers*.¹ Washington 6, D. C.: the Association, 1201 Sixteenth Street, N.W. Each leaflet, five cents. Each portfolio, twelve four-page leaflets, fifty cents.

Bacmeister, Rhoda W. *Caring for the Run-about Child*. Photographs by Tom Moley. New York: E. P. Dutton and Company, 1937. Pp. 263. \$2.50. Constructive guidance for the active, explorative two-to-six-year-old.

Beverly, Bert I. *In Defense of Children*. Introduction by Hughes Mearns. Decorations by Margaret Freeman. New York: The John Day Company, 1941. Pp. 233. \$2. Presents understandable pictures of childhood from infancy through adolescence.

Chittenden, Gertrude E. *Living With Children*. New York: The Macmillan Company, 1944. Pp. 163. \$1.75. An introduction to the field of child development, written for beginning college students.

Dixon, C. Madeleine. *High, Wide and Deep*. New York: The John Day Company, 1938.

¹ Only Leaflet No. 1 of *Portfolio for Intermediate Teachers* is available. Publication date of entire portfolio will be announced in CHILDHOOD EDUCATION.

- Pp. 300. \$3. Discovering the preschool child and learning about children from children.
- Dixon, C. Madeleine. *Keep Them Human*. New York: The John Day Company, 1942. Pp. 146. \$1.50. Meeting realities of home situations which challenge us in giving young children a much needed security.
- Perry, Ruth Davis. *Children Need Adults*. New York: Harper and Brothers, 1943. Pp. 136. \$1.50. Discussion concerning children's happy, efficient, creative, and worthwhile living.
- Smart, Mollie and Russell. *It's a Wise Parent*. Illustrated by Ruth Wood. New York: Charles Scribner's Sons, 1944. Pp. 206. \$2. Practical suggestions to adults and methods they can follow in working with children.
- Washburn, Ruth Wendell. *Children Have Their Reasons*. Introduction by Dorothy Canfield Fisher. New York: D. Appleton-Century Company, 1942. Pp. 257. \$2. Discussion of everyday principles governing the behavior of children.
- Weill, Blanche C. *Through Children's Eyes*. Garden City, New York: Island Workshop Press, 1944. Pp. 365. \$3. True stories out of the practice of a consultant psychologist.
- Wolf, Anna. *The Parents' Manual*. Foreword by William Healy. New York: Simon and Schuster, 1941. Pp. 331. \$2.50. A guide to the emotional development of young children.
- Portraying Child Life**
- Bottomé, Phyllis. *The Heart of a Child*. Drawings by Sascha Kronbourg. New York: G. B. Putnam's Sons, 1940. Pp. 167. \$1.50. Karl is an Austrian boy who uses his wits and makes a place for himself and his family in the hearts of friends.
- Bottomé, Phyllis. *London Pride*. Drawings by Raffaello Busoni. Boston: Little, Brown and Company, 1941. Pp. 253. \$2. Children prove themselves self-reliant and face danger practically during the bombing of London.
- Canfield, Dorothy. *Understood Betsy*. New York: Grossett and Dunlap, 1938. Pp. 271. \$1. Nine-year-old Betsy creates a satisfying home life for herself and for others when necessary changes are made.
- Cronin, A. I. *The Green Years*. Boston: Little, Brown and Company, 1944. Pp. 347. \$2.50. Life of a young boy who goes to live with his grandparents after the death of his parents.
- Kimbrough, Emily. *How Dear to My Heart*. Drawings by Helen E. Hokinson. New York: Dodd, Mead and Company, 1944. Pp. 267. \$2.50. Miss Kimbrough's life as a little girl.
- Malmberg, Bertil. *Ake and His World*. Translated from the Swedish by Marguerite Wenner-Gren. Illustrated by Barbara Cooney. Introduction by Stephen Vincent Benet. New York: Farrar and Reinhardt, 1940. Pp. 176. \$2. The way a little boy feels, not merely a grownup's idea of how a little boy feels.
- Maxwell, William. *They Came Like Swallows*. New York: Harper and Brothers, 1937. Pp. 267. \$2. Anxieties of children as they live day by day in a changing family.
- Nathan, Robert. *They Went On Together*. New York: Alfred A. Knopf, 1941. Pp. 191. \$2. The reactions of children who were forced to evacuate their homes during the war.
- Runbeck, Margaret Lee. *Our Miss Boo*. Decorations by Peggy Bacon. New York: D. Appleton-Century Company, 1942. Pp. 226. \$2. A number of simple but tremendous episodes in the life of a small child.
- Runbeck, Margaret Lee. *Time for Each Other*. New York: D. Appleton-Century Company, 1944. Pp. 165. \$2. More incidents about Miss Boo and her family.
- Shute, Nevil. *The Pied Piper*. New York: William Morrow and Company, 1942. Pp. 306. \$2.50. Children in distress are given sympathetic understanding by an old man.
- Smith, Betty. *A Tree Grows in Brooklyn*. New York: Harper and Brothers, 1943. Pp. 443. \$2.75. Humanity portrayed in the dramatic experiences of the Nolan family.
- Travers, Pamela L. *I Go By Sea, I Go By Land*. Drawings by Gertrude Hermes. New York: Harper and Brothers, 1941. Pp. 233. \$2. A philosophical pair of children graciously accept life in a new country.
- van der Heide, Dirk. *My Sister and I*. Translated by Mrs. Antoon Deventer. New York: Harcourt, Brace and Company, 1941. Pp. 95. \$1.25. Diary of a Dutch boy refugee.
- White, William Lindsay. *Journey for Margaret*. New York: Harcourt, Brace and Company, 1941. Pp. 256. \$2.50. The story of Margaret, a three-and-a-half-year-old English child and what happened to her in wartime.

Rhythm Play

Children's everyday activities can stimulate interest in rhythm play when the teacher takes her cues from the children and enjoys their play with them. Mrs. Wiechard is a kindergarten teacher in St. Paul, Minnesota, public schools.

RHYTHM PLAY IN KINDERGARTEN is what we call children's joyous participation in natural, rhythmic response. Here the children are completely absorbed in imaginative play and are unconscious of any growth in rhythm expression. They are "playing horse" when they gallop or skip to Schumann's "Wild Rider," and gallop or skip makes no difference when they are lost in the joy of expressing their own feelings. Through a feeling of security they respond, create and initiate their own rhythmic expressions.

In order to bring about this situation one must proceed cautiously. There is no quick method to bring desired results and no fixed procedure. The teacher must be a thoughtful observer in the background, watching, waiting and sensing every opportunity to step in and carry the child along without disturbing his own creativeness. She must build up his experience carefully, give him opportunities to express his feelings in many ways, and anticipate his reactions.

To stimulate interest in rhythm play, one need not look beyond the ordinary everyday activities in which children engage. The rhythmic element is noticeably emphasized in these child activities. The "Shuffle Along" play rhythm was a result of many children running informally in a group. Music simply gave it definite form.

Children enjoy doing simple things. Walking, skipping and swaying of the body are natural, satisfying self-expressions. Music brightens these activities, and the transition to the piano holds them together. A child, skipping, produces his own rhythmic pattern, and a teacher may catch this spontaneous activity and enrich it with music. Later she may refer to it as "Tommie's Dance." This will distinguish it and give Tommy a feeling of satisfaction and creativeness because his contribution was accepted.

Catching the Cues

All the child's interests and activities serve as cues, and from there he is ready to go. But most important of all, he must be allowed to live the part he is playing and not lose a desire to create. Never say, "Make your feet go the way I play" or "I can make the piano go the way your feet are moving." Do this without his knowledge, for to speak of it would divert his attention. He isn't concerned with his feet; he is feeling the rhythm of music. If he must stop and think whether or not his feet move exactly with the piano, he will lose the desire to express the mood of the music and the freedom to display his interpretation. After he has responded, one might say, "How prettily your feet are going" or "I like to see you skip that way" or "Isn't that

a funny way John plays Indian?" In this way he is not controlled to the extent that he feels he must conform to anyone but himself.

No child is conscious of the fact that he has no natural interpretation of rhythm. Our rhythm play of skating is fun to him and he should not be deprived of this pleasurable experience. It is just as real and important to him as to the older boys he has seen skating on the ice. He is playing with a group of children in a form of musical activity, and his play is as truly a creative expression as that of the talented child.

Oftentimes, after seeing a picture or hearing a story, a child expresses his dramatic interpretation. If a picture or story is the impetus, one must anticipate the response. In the *Indian Corn Story* from which our "Corn Dance" arose, the counting of one, two, three, stop! was purposely omitted. It might lead to confusion if a child became involved in thinking of stop and go. If this dominated his mind, he would not respond naturally. Instead, without comment, a series of one-two-three-four counts was played on the drum and that pattern was carried throughout the dance. By hearing the repetition of a regular succession of beats, he absorbs this standard rhythmic pattern without confusion.

A child will acquire a feeling for the musically natural rhythmic patterns if emphasis is placed upon them. In so doing, he will grow in power. This power enables him to recognize not only the rhythm of music, but also the various moods. In our "Swedish Waltz" the quiet swaying of the body indicates he has felt the mood of the music. There is no rhythmic pattern here; he is unconscious of anything but

the music, and his beautiful childlike expression reflects ultimate joy.

One never knows when the desire for rhythmic activity may arise—in a game, in work activity or in a story. One day while we were all looking at an Army and Navy picture book, Glen spontaneously rose and said, "This is the way the soldiers drill with their guns." He showed us the exact positions. Immediately he began to engage in an imaginary drill, counting the regular march rhythm of one, two; one, two as perfectly and with as much poise as an older person might say, left, right; left, right. Of course, in a few moments, every child was drilling. Prompted by the imagination of this leader and his artistic performance, the children undoubtedly gained some power in physical rhythmic expression.

Enjoying With Them

We must be very careful that outsiders who do not understand do not make comments such as "Isn't she cute?" The child's reaction might be to think of herself instead of letting her feelings guide her expression. That would spoil her sensitiveness to music. Of course, we must laugh with them at the funny clown, and laugh as one of them, not as a spectator. They must have our confidence. Then, too, we must always accept their comments and requests regarding one another such as, "Let Jimmie be the scarecrow" or "Patrick's motor has a big wheel on it" or "Let's have Cynthia do her dance." This is a great socializing force which pleases and encourages them without disrupting the real charm of the child's own inner interpretation. They are feeling the pulse of music in their childish portrayal of play, and this must not be disturbed.

(Continued on page 100)



JACK-O'-LANTERN



Jack-o'-lan-tern, Jack-o'-lan-tern Shining in the night

Round and yel-low, Jol-ly fel-low. You're a fun-ny sight.

There are man-y oth-ers like you. Fa-ces shin-ing bright.

Wink-ing, blink-ing, Nod-ding, bob-bing In the can-dle light.

Melody composed at the music workshop, 1940 A. C. E. Convention, Milwaukee, Wisconsin.
Harmonized by Eleanor J. Sulcer. Words by Dorothy W. Corning. Contributed by Juanita Stapp.

Books FOR CHILDREN . . .

MADE IN INDIA. By Cornelia Spencer. Illustrated by Allen Lewis. New York: Alfred A. Knopf. Pp. 203. \$3.

After reading this comprehensive book one appreciates India, her people and her gifts much better. It will help to promote a better understanding of this glamorous, fabulous, mysterious land that for four thousand years has been influencing the world and now is so much in the news. For older children.

THE TIGER AND THE RABBIT AND OTHER TALES. By Pura Belpre. Illustrated by Kay Peterson Parker. Boston: Houghton Mifflin Company. Pp. 118. \$1.75.

Fifteen folk tales of Puerto Rico make this a real addition to the repertoire of those who like to tell stories to children. It is a handy little volume written by one who grew up in Puerto Rico and has the ability to set down these stories as if they were being told.

PAJI. By Esther Kiviat. Pictures by Harold Price. New York: Whittlesey House. Pp. 56. \$2.

Unusual four-color and duotone pictures accompany this charming story of a very real little Ceylonese woodcarver who became so tired of carving the usual elephants that he decided to do something different. Consequently, with his beloved bullock, Push-ba, he went into the jungle where the ruins of the Hidden Temple inspired him to carve all the things he saw. He entered his carvings in a contest and won first prize, much to his surprise and that of his uncles.

MASHA'S STUFFED MOTHER GOOSE. By Masha. New York: Garden City Publishing Company. Pp. 64. \$1.

All the old popular rhymes illustrated with characters dressed like stuffed animals or stuffed dolls are here. An attractive addition to our old Mother Goose rhymes. Done in the true "Masha" style.

GIGI IN AMERICA. By Elizabeth Foster. Illustrated by Phyllis N. Cote. Boston: Houghton Mifflin Company. Pp. 123. \$2.

More of the adventures of the little Viennese

merry-go-round horse who comes to America and travels from Old Orchard Beach, Maine, to Central Park, New York City, where much to his delight he finds Lili again. Good fun for youngsters from ten to twelve who will enjoy a sequel to a much loved story.

THE BAKER'S DOZEN. By Rose Van Rosen. Pictures by Barbara Latham. New York: D. Appleton-Century Company. Unpaged. \$1.50.

One can almost smell and taste the cinnamon cookies, fresh bread and gingerbread men baked by the best, jolliest and fattest Dutch baker in the New World. How he learns the answer to the question, "How many is a dozen?" makes an intriguing story. The illustrations add to the story as well as to the information about Dutch life in Albany long, long ago.

THE BAMBOO GATE. By Vanya Oakes. Illustrated by Dong Kingman. New York: The Macmillan Company. Pp. 157. \$2.

Through this book American children find that Chinese children today do interesting things. Koo-Ling helps to build the Burma Road; Elder Brother works in the rice fields and goes to market; Li Han lives on Jade Street and joins the New Life Movement; Little Monkey, son of Liu, exchanges letters with an American lady's grandson. Four other stories tell in a charming way of little neighbors behind the bamboo gates.

CHARCOAL. Story and pictures by Lloyd Coe. New York: Thomas Y. Crowell. Unpaged. \$1.

Charcoal is a little black sheep who did many naughty things. How he became a white sheep and really did one good thing before it was discovered who he was makes an entertaining story for the youngest children.

THE ANIMALS OF FRIENDLY FARM. By Marjorie Hartwell. Illustrated by the author. New York: Franklin Watts, Inc. Unpaged. \$1.

This big book for the youngest ones introduces the many animals who work and play on Friendly Farm, under the watchful care of a dog named Faithful. Each animal is shown in double page color pictures.

Bulletins AND PAMPHLETS . . .

National and International

WHAT SHALL WE DO ABOUT IMMIGRATION? *Public Affairs Pamphlet No. 115. By Maurice R. Davie. New York 20: Public Affairs Committee, 30 Rockefeller Plaza. Pp. 32. Ten cents.*

Shall measures be taken to restrict immigration or to suspend it for a number of years? Or shall we relax our quota laws to permit freer immigration? Mr. Davie presents the common arguments for both sides of this highly controversial subject but raises the question of whether nations with large unexploited areas are justified in excluding less fortunate people. He concludes his thoughtful study with the certain belief that the quota system needs a thorough examination, that its basic principles should be determined and the laws applied to all peoples without discrimination.

Primarily of value to the social studies teacher, the pamphlet is also suitable for use by high school pupils.—Katherine Koch

UNITED NATIONS ORGANIZATION. *A Handbook of the UNO. Prepared by the Current Events Editors of the American Education Press, Inc. Columbus 15, Ohio: Charles E. Merrill Company. Pp. 32. Single copy, twenty cents.*

Intended for use in junior and senior high school social studies classes, this handbook summarizes in readable fashion the setup of the UNO, the organization and operation of its member bodies, and the important steps and procedures through which it aims to prevent future wars. The book is divided into units, each containing an exercise in facts to remember, a vocabulary lesson on words to remember, and suggestions for further study or forum discussions. Maps, cartoons, and the complete text of the United Nations Charter with index and glossary are included.—K. K.

FOR A STRONGER CONGRESS. *Public Affairs Pamphlet No. 116. By Philip S. Broughton, New York 20: Public Affairs Committee, 30 Rockefeller Plaza. Pp. 32. Ten cents.*

One of the major domestic issues facing our government today is the necessity for reorganizing Congress. In this publication the author examines some of the most important proposals for reform with particular emphasis upon the suggestions made by the LaFollette-Monroney Committee. Five important questions are considered: Can we get a better Congress? What changes should be made in Congressional committees? Does Congress need more staff? How can Congress better control spending? How can conflict between Congress and the President be overcome?

These vital issues will be debated in coming months. Teachers will find this study helpful not only in keeping themselves better informed but also for use with their pupils in social studies classes.—K. K.

BOYS AND GIRLS OF THE UNITED KINGDOM. *By Muriel Hampton, Einar Jacobsen, Mabel Studebaker and Beulah Walker. Washington 6, D. C.: Department of Classroom Teachers, National Education Association, 1201 16th Street, N.W. Pp. 24. Fifteen cents.*

Four American teachers toured England, Scotland and Wales during October 1945, visiting eighty-five schools, interviewing administrators, teachers and parents, and talking with thousands of pupils. Information about child life in the United Kingdom was gathered and organized into a teaching unit for fourth, fifth and sixth grades. The purpose of the unit is to help our boys and girls to know and understand the boys and girls of Britain.

Home life, school life, religious training, recreational activities, and holiday functions are interestingly described in the unit. It is not surprising to note that from American films and comic books the children of the United Kingdom have gained the impression that "America is dotted with skyscrapers and peopled by cowboys, Indians and gangsters who chew gum, drive large motor cars, and eat canned food." Evidently a teaching unit, *Boys and Girls of the United States*, is needed to give the children of the United Kingdom a more correct picture of life here.—Hannah M. Lindahl.

Careers, Curriculum and Materials

THE PATTERN OF MY TOMORROW. *Self-appraisal and Careers Pamphlet Series No. 1.* By Blanche Paulson. Chicago: Bureau of Child Study, Board of Education. Pp. 61. Twenty-five cents.

The author's successful experience in piloting some seven hundred high school students through a course in self-appraisal and careers led to the revision of the student work sheets into this study guide pamphlet. The practical nature of the material, the directness and simplicity of the approach to the student, and the interesting content are some of the commendable features of the pamphlet. High school teachers with responsibility for guiding youth in understanding themselves and in choosing a career will find many helpful suggestions in this publication.—H. M. L.

HOW CHILDREN DEVELOP. *University School Series, No. 3.* By the Faculty of the University School. Columbus: Ohio State University. Pp. 79. \$1.

This bulletin is a response to the need for organizing the school curriculum in terms of an understanding of the growth and development of children. Available scientific research in the field of child development is analyzed and the findings are classified under the following headings: early infancy, early childhood, middle childhood, later childhood, early adolescence, and later adolescence. The published report of the study will be exceedingly helpful in promoting effective curriculum building in terms of the needs, problems and interests of children of different age levels.—H. M. L.

CURRICULUM DEVELOPMENT IN THE ELEMENTARY SCHOOLS. *Curriculum Bulletin, 1945-46 Series, No. 1.* Prepared by members of the staff of the New York City school system. New York: Board of Education of the City of New York. Pp. 219. Price not given.

In this bulletin will be found a general design for the elementary school curriculum in New York City. Part One deals with suggestions for curriculum development; Part Two treats the principles of curriculum development.

Throughout the bulletin emphasis is placed upon guiding and evaluating pupil growth. Purposeful, vitalized learning, adapted to individual needs and capacities, is the keynote of the suggested program. Concrete proposals

and practical discussions relating to the growth and development of children, planning for teaching, and the development of learning experiences are found in the bulletin. Particularly noteworthy is the clarity of all the discussions.—H. M. L.

WORK AND PLAY MATERIALS FOR CHILDREN 2 TO 7 and THE YOUNG CHILD USES CLAY. Prepared by Industrial Arts Cooperative Service and by Eileen Nelson. New York 27: the Service, 519 West 121st Street. Pp. 24 and 10. Twenty-five cents and thirty-five cents.

A catalogue of materials suitable for little children is always of interest to teachers in nursery schools and kindergarten. Blocks, wood and tools, rhythm instruments, music books, easels, paints and brushes, crayons, clay, beads, yarns and looms, toys, puzzles, and children's books are listed and described in the bulletin *Materials for Children 2 to 7*.

The value of clay as a manipulative material through which the child may interpret his ideas and experiences is clearly set forth in the bulletin *The Young Child Uses Clay*. Practical suggestions are given on the preparation and care of clay, the reconditioning of clay, suitable tools to use, and techniques that will help the child. The educational possibilities in a child's use of clay are treated in a helpful discussion.—H. M. L.

Growing Up Safely

GROWING UP SAFELY. Prepared by a joint committee of the Association for Childhood Education and the National Commission on Safety Education of the National Education Association. Illustrated by Mary Giles. Washington 6, D. C.: Association for Childhood Education, 1201 Sixteenth Street, N.W. Pp. 28. Fifty cents.

How to help children grow up safely through learning to control and use their bodies, learning to use and care for materials and equipment, and developing cooperative attitudes in work and play. Emphasizes the positive rather than the negative approach to safe living and states that "safety must be an integral part of the lives of children and must be considered in relation to all their activities, in school and out." Parents and teachers will find in this bulletin sound guidance and practical suggestions.—F. M.

News HERE AND THERE . . .

Betty Klemer Joins A.C.E. Staff

For the first time in the history of the Association for Childhood Education the headquarters staff includes a full-time permanent assistant to the Executive Secretary. Betty Klemer began her work with the Association on August first.

A teacher in the laboratory school at East Texas State Teachers College, Commerce, for the past eleven years, Miss Klemer received her bachelor's degree in education from National College of Education, Evanston, Illinois. Awarded a scholarship given to a graduate of National College in honor of Edna Dean Baker, president of that institution, she earned her master's degree in education at Peabody College for Teachers, Nashville, Tennessee.



Betty Klemer

Miss Klemer's record of service to the Association is an excellent one. As a member of the Peabody Elementary Council she assisted in entertaining convention guests when the A.C.E. held its annual meeting in Nashville. Later she became an active member of the Commerce A.C.E. and was its president for two years. She also served for two years as president of the Texas A.C.E. and has worked on several national committees. Her other interests include work with Girl Scouts and Brownies, in church schools, and with radio programs for children.

The Association is fortunate in having Miss Klemer as a member of its staff.

Mamie Heinz Begins New Work

Those who had the opportunity of talking and corresponding with Mamie W. Heinz dur-

ing her service at headquarters office from November through June of the past year will be interested to know that she began this fall work that she has been planning for several years. She is now director of childhood education in the First Presbyterian Church at Atlanta, Georgia.

Miss Heinz came for the eight-month period in answer to an appeal for emergency professional help. Her services were invaluable.

Another Umbrella Book?

The Association for Childhood Education is extremely proud of the achievements of its Literature Committee in producing the five books of the Umbrella series. The first of these was published in 1936 and the latest less than a year ago. All the Umbrella books remain consistently popular and royalties add substantially to the income of the Association.

But Mary L. Morse, chairman, and her committee members are indefatigable workers. They believe there is need for another Umbrella book with yet a different emphasis and they would like your help in determining what this emphasis should be. The first five volumes contain old favorite stories, entirely new stories, poems, modern fanciful tales, and stories of children of different national and racial origins. If you have a suggestion for a sixth volume, please send it to Mary L. Morse, 1400 Augusta Boulevard, Chicago 22, Illinois.

Adelaide Illman Retires

Adelaide Thomas Illman retired this year from the faculty of the School of Education of the University of Pennsylvania. Miss Illman played an important role in the education of young children in Philadelphia, the State of Pennsylvania, and the entire country. Through her membership and committee work in local, state and national educational organizations she has indorsed progressive policies governing child care over a wide area and through a long period of years.

Miss Illman is a graduate of the University of Pennsylvania and received her Master's degree from Columbia University. After teaching kindergarten for some years she became

assistant principal of Miss Hart's Training School for Kindergarten Teachers, which later became the Illman Training School for Kindergarten and Primary Teachers. In 1936 the school was made an integral part of the University of Pennsylvania and Miss Illman became director of the new Illman-Carter Unit for Kindergarten and Primary Teachers.

Miss Illman served as president of the Philadelphia A.C.E., is a life member of the international A.C.E., and is a member of the National Education Association, the American Education Fellowship, the Pennsylvania Education Association, and various local civic organizations. As professor emeritus of kindergarten-primary education, a member of an advisory committee appointed by the dean of the University's school of education, and as a citizen of Philadelphia, Miss Illman will continue to make her influence felt in the sphere in which she has served for so many years.

Changes

Barbara Bixby, from kindergarten teacher in Wauwatosa, Wisconsin, to the kindergarten at Milwaukee State Teachers College.

Clara M. Kemler, from the faculty of the College of Education, University of Akron, Ohio, to associate editor in charge of primary literature, American Lutheran Church.

Ivah Novaro, from primary teacher in the public schools of Cincinnati, Ohio, to the American School for Children, Cairo, Egypt, for two years.

Agnes Snyder, from instructor in social studies, Mills School and Cooperative School for Teachers, New York City, to Germany with the Office of Military Government for Germany (U. S.).

State Appointments

The State Department of Education at Sacramento, California, has appointed Della M. Perrin as consultant in early childhood education. Monema E. Kenyon recently became assistant in early childhood education for the State of New Jersey.

About A.C.E. Life Membership

At the 1946 meeting of the Association for Childhood Education, April 8-10, the constitution of the international Association was amended, raising the dues for life membership from \$50 to \$100 and including in such membership a lifetime subscription to CHILDHOOD EDUCATION. It was the decision of the Executive Board that the subscription service should be extended to those who became members of the Association before this amendment was made. Letters have gone to each of these mem-

bers explaining that they will now receive the magazine without the payment of any extra fees.

Gifts to the A.C.E.

The Association for Childhood Education is grateful to its many friends for their gifts. Among the most recent of these gifts are:

One thousand dollars from Gail Calmerton, to establish the Gail Calmerton Trust Fund, the income to be placed to the credit of the A. C. E. Expansion Fund.

Fifty books sent by Jessica Hill from the personal library of the late Patty Smith Hill.

Historical toys given by Frances M. Berry and Isabel Lazarus, some of which were brought from England by Miss Berry's grandfather, to begin a collection for headquarters office.

Several early issues of I. K. U. and A. C. E. yearbooks, sent by Lillian Stone to complete the files at A. C. E. Headquarters.

The 1946 Yearbook

The 1946 Yearbook of the Association for Childhood Education will be mailed to contributing and life members, and to presidents, publications representatives and other officers of local branches and state associations.

The Yearbook is the member's record of what has gone on in the organization during the past year, but it is more than that, for in it is a message from the president of the international Association which points out clearly and vigorously some of the things that A.C.E. members can and should do for children and for teachers during the coming year. Those who receive this Yearbook should give Maycie K. Southall's message their very careful attention.

American Education Week

The week beginning November 10 has been designated as American Education Week. The general theme is, "Education for the Atomic Age." The seven daily topics are: Practicing Brotherhood, Building World Security, Facing New Tasks, Developing Better Communities, Strengthening Home Life, Investing in Education and Promoting Health and Safety.

Special materials to aid in observing this week may be secured from the National Education Association, 1201 Sixteenth Street, N. W., Washington 6, D. C.

Conference on Preschool Child

An Ohio Conference on the Preschool Child will be held at Cleveland on October 11 and 12. Sponsors are the Cleveland Association for

Children Learn Faster
with
HOLGATE TOYS

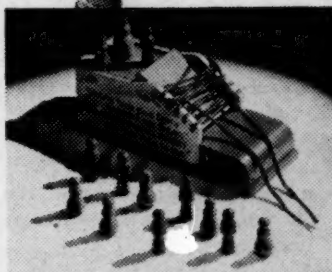


Baby Push... fascinating "do something" toy with gay colored discs that come off, go on, develop skillful fingers.

Approved by leading pediatricians and child educators! Because Holgate Toys speed development and coordination, foster the imagination, create manual dexterity, teach colors and sizes...and meet youngsters' play needs at the same time. Keyed for all age groups.

HOLGATE TOYS

Train as well as entertain



Old Woman Of The Lacing Shoe... teaches how to lace shoes, and have fun too. Develops dexterity, stimulates imagination and "make-believe."



Bingo Bed... for hard-hitting youngsters who love learning how to hit the nail on the head. Develops coordination, strengthens arm muscles.

FREE:Holgate Toy Catalogue giving complete selection of Holgate Toys, with chart so you can pick the toys designed for your child's age group. Send for it today, postage prepaid. Holgate Brothers Co., Dept. E-106, Kane, Pa.

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Nursery Education and the Toledo Preschool Council.

Mrs. Ivan A. Rustad, Family Life Education Program, Toledo, and Ethel Gordon, Cleveland Child Health Association, are chairmen of the conference, which has for its purpose "To stimulate interest in and promote legislation requiring minimum educational standards for pre-school groups in Ohio."

School Radio Programs

Recently announced George Foster Peabody Awards for outstanding contributions to American radio, include for the first time, an award in the children's field for a program produced by a local city school system. The program is from a series titled "We March with Faith," prepared and presented for the past two and a half years by the Omaha Public Schools. In recent months the emphasis has been on science and the series is described as "one in which a community—not a school—teaches its children some of the scientific knowledge used in everyday living." Programs are built around actual experiences of inquisitive students as they visit laboratories and other places of scientific interest in the community, not usually open to young visitors. Programs are written in such a way as to appeal to listeners at home as well as in the classroom and have the effect of drawing the school, the teacher and the parents together in a community experience.

The Minnesota School of the Air, established in 1938, now broadcasts each week over KUOM, the University of Minnesota radio station, fourteen programs for classroom use in primary grades through high school, with a weekly listening audience of more than thirty thousand pupils. The programs are planned to conform as nearly as possible with the general course of studies offered in schools of the Twin Cities area.

One of the most popular programs, "Old Tales and New," a series of dramatized stories for children of the primary grades, has been selected by the Portland, Oregon, public schools for use during the present school year. The Portland radio station KBPS has produced thirty-two scripts comprising the 1945-46 Minnesota series for broadcast to schools of the city.

UNESCO Month

On July 30, President Truman signed the bill making the United States an official member of UNESCO. The State Department announces

that October 28 to November 30 will be UNESCO month. During this time the general conference of UNESCO will hold its first meeting in Paris. Each year the conference will be held in a different member country.

Each member country is choosing five delegates to represent it at the conference. In most countries these delegates will be chosen by national commissions formed to represent educational, scientific and cultural interests.

Chief functions of the Education Section of UNESCO when set up on a permanent basis will be to:

Collect and disseminate information about educational developments in all parts of the world. It would thus act as a clearing house for information and as an agency for standardizing education and statistics.

Take part in, and when necessary sponsor, international conferences and discussions on significant educational matters.

Encourage research by other bodies, and carry on study and research through its own staff, through allocation of research projects to institutions and organizations and through the expert commissions created for the purpose.

Make recommendations concerning educational policy and method, including recommendation of practices tending to diminish rivalries and disagreements among nations and groups of people.

Encourage and engage in the production of education materials, from research monographs to popular teaching aids. It should likewise take the initiative in operating certain pilot projects and initiating specific programs.

News of Legislation

Maternal and Child Health and Welfare. Thousands of mothers and children will benefit directly from the last-minute action of the recent Congress in almost doubling the amount of federal money available to the states for maternal and child health, crippled children, and child welfare services.

By amendment to the Social Security Act, \$22,000,000 instead of \$11,200,000 is now available to the states through the U. S. Children's Bureau for developing these services. Of this amount \$11,000,000 will be available each year for maternal and child health services; \$7,500,000 for services to crippled children; and \$3,500,000 for child welfare services. The money, Miss Lenroot said, will be used to build on services already developed within the states and to provide new types of services.

This last-minute congressional action for children was due in some measure to the information about children's needs that congressmen had gathered as they heard from their constituents and listened to hearings on S. 1318,

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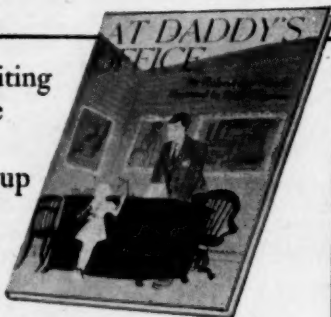
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The Maternal and Child Welfare Act of 1945, and its companion bill, H.R. 3922.

Use of Funds from Surplus Property Sales. The Fulbright Bill, S. 1636, was signed by President Truman on August 1. This bill transfers from the Surplus Property Administrator to the State Department control over the disposition of surplus property outside this country. This surplus property may be sold abroad and the funds—one million dollars a year, up to twenty million dollars for each country—used to finance student exchanges, travel and research of American professors abroad. American students going to foreign countries will be paid transportation, tuition, and living expenses. Foreign students coming to the United States will be furnished only transportation.

Federal Aid to Education. The 79th Congress adjourned without taking action on the federal aid to education bills but the continued interest of congressmen in this matter cannot be doubted. On July 29, Senators Hill of Alabama, Smith of New Jersey, and Taft of Ohio, on the floor of the Senate expressed regret that action had not been taken. Senator Taft said in part:

I regret very much that we were compelled to decide that it was not advisable to press for passage of the bill at this time. We reached that decision because it was felt to be impossible to get the bill through the House during the present session, and we did not wish to take the time to have the Senate debate and pass the bill when it did not seem possible to have it enacted into law. We do propose to have the Congress consider it again, and it will be necessary to bring it before the Senate at a future time. . . .

. . . the federal government does have a responsibility to see that every child in the United States has at least a minimum education in order that each child may have the opportunity which lies at the very base of the whole system of our republic.

Regret over the lack of action on federal aid to education was also expressed in the House of Representatives by Congressmen Phillips of California and Randolph of West Virginia. The following paragraphs are from Congressman Randolph's speech:

We have many millions of American children in unsatisfactory schools today. We have, according to reliable estimates, approximately 2,000,000 youth, six to sixteen years old, inclusive, who are not enrolled in any kind of school at all. We have some 10,000,000 adults who are for all practical purposes illiterate.

We must have federal aid to assist the states if the educational shortages of the nation are to be eliminated.

These are the considerations which prompt expression of a sincere regret that the House of Representatives approaches the end of this Congress without having taken constructive steps to further strengthen education

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News Notes

(Continued from page 98)

in the nation. Our closed classrooms, the reduction in number of properly qualified teachers, and other deficiencies in our educational program call for direct and wisely conceived action. It is most certainly to be hoped that the next Congress, to convene in January 1947, will move quickly and favorably on this matter.

A New Education Bill. The Education Development Act of 1947, S.2479, was introduced on July 31 by Senators Murray, Morse and Pepper. The bill proposes to establish a national policy for education and to provide a ten-year program of assistance to the states for the development of educational systems. This bill offers funds to both public and non-public schools.

Rhythm Play

(Continued from page 88)

The music must be bright and interesting and played in a manner that will help the child's interpretation and induce creativeness. The tempo must be in keeping with the activity. To restrict him to music too softly or too slowly played is like telling a normally alive and active child to walk on his tiptoes. This, too, might require control beyond his years and the muscular strain might tax his endurance. He should *not* be provoked by inappropriate music.

In order that children do not become over-excited or overstimulated, there should be control and attention, but one must secure pleasurable attention. There must be variation and surprises to intensify their growing interests. By carrying on together there is bound to be child development through rhythm play.